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# Diversity and Prejudice Reduction Action Taken As A Result Of Diversity Leadership Training for Member High School Students: a Compilation

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**DIVERSITY AND PREJUDICE REDUCTION ACTION TAKEN AS A RESULT  
OF DIVERSITY LEADERSHIP TRAINING FOR MEMBER HIGH SCHOOLS  
STUDENTS:  
A COMPILATION**

**BY**

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**Submitted in partial fulfillment of the requirements of the  
Degree of Doctor of Education  
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## DEDICATION

To all those who have ever shared a life story,  
who whet my appetite to learn and understand,  
and who through example, did indeed, make a difference.

Yours were the greatest lessons.

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## CHAPTER I

### INTRODUCTION

#### Background

The United States is a nation of immigrants. History documents the waves of American immigration beginning with the first explorers to reach the shores of the continent. Changing diversity is a characteristic of American life. The American response to diversity changes with social, economic, and political context. The United States has witnessed periods of racism and civil rights. In order to embrace diversity, conscientious attention must be given to social issues.

Social issues change as nations evolve. The demographics of the United States change rapidly. By the year 2030 the U.S. Bureau of the Census anticipates the growth in the Latino population to be 187%, in the Asian American, Pacific Islander, Native American population to be 79%, in the African-American population to be 68%, and in the white American population the growth by the year 2030 is anticipated to be 25% (Hon, Weigold, & Chance, 1999).

These demographic groups are inclusive of many people. According to the Office of Management and Budget [OMB] (1997) these classifications are under continuous review that considers input from individuals and groups. The last mandate, to become effective not later than January 1, 2003 (p. 16) included consideration given the following classifications:

The 'Native Hawaiian or Other Pacific Islander' category will be defined as 'A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.' In addition to Native Hawaiians, Guamanians, and Samoans, this category would include the following Pacific Islander groups reported in the 1990 census: Carolinian, Fijian, Kosraean, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.

The 'Asian' category will be defined as 'A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.'" (OMB, 1997, p. 8)

The revised standards for all Federal programs effective January 1, 2003 called for a minimum of five categories for data on race and ethnicity:

*Race:*

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

*Ethnicity:*

Hispanic or Latino

Not Hispanic or Latino (OMB, 1997, p. 9-10)

These race and ethnicity considerations are only part of the American identity process. There is also social recognition of groups such as people with disabilities, the deaf culture, and gay and lesbian youth. These groups are becoming more visible and more vocal according to Sanchez and others (1995).

It is difficult to understand and address the needs of such diverse groups. The responsibility falls greatly on the educational system at a time when the validity of the educational system itself is questioned. There are reports from education literature regarding serious failure and drop out rate (Wyman, 1993). Data for the year 2000-2001, from the New Jersey Department of Education, showed the dropout numbers for each of the New Jersey public schools, and each school in this study has reported dropouts. According to the National Center for Education Statistics in October 2000, there were 3.8 million 16-24-year-olds of dropout status. Of these, the dropout percent for White, non-Hispanic individuals was the lowest, at about 7%, next for Black, non-Hispanic individuals the rate was about 14%, and for the Hispanic segment, the dropout rate was approximately 27%, (National Center for Education Statistics [NCES], 2001). Education or the lack thereof, directly affects employment status. According to the U.S. Census Bureau, there is a discrepancy in the employment rates for working-age individuals who are minorities when compared to the non-minority population.

According to the U.S. Department of Labor, Bureau of Labor Statistics (2001), there was a greater percentage of White male employed persons in positions categorized as managerial and professional, technical and sales, precision production, craft and repair, and farming, forestry, and fishing than all other ethnic groups. There

was a greater proportion of Black male employed persons in employment categorized as administrative support, including clerical, all service occupations, operators, fabricators, and laborers, machine operators, assemblers, and inspectors, transportation and material moving occupations, and handlers, equipment cleaners, helpers, and laborers than all other ethnic groups. The unemployed persons in 2001 annual average statistics showed that the rates for Blacks both in the category of sixteen years and over, and twenty-five years and over, were greater than those of Whites by more than 50%. The median weekly earnings of full-time wage and salary workers for Black men and women were 80% of the earnings for White men and women, while the earnings of Hispanic men and women were 68% those of Whites (2001). The median weekly earnings of part-time wage and salary workers of Hispanic men were trailed by that of White men and Black, while White women led Hispanic and then Black women in weekly earnings (2001). All part-time workers earned 30% the wage and salary of full-time workers (2001).

A possible reason for the difficulty in addressing such diverse needs is the difference between student and teaching staff profiles. Linguistic and cultural diversity in youth is greater than that of the majority of teacher candidates, teachers, and administrators according to Attinasi (1994) and confirmed in this research. In order to address this concern, districts have incorporated teacher in-services to train staff in the strategies and needs of changing student populations. Much time and money is spent on understanding diverse populations and working with the differing frameworks that characterize not only their expectations but also cultural learning processes.

The National Center for Education Statistics (2001) published a report using data from the Schools and Staffing Survey to examine trends in out-of-field teaching and found the following percentages of public school students taught by teachers with no major and no certification in the course subject area at the high school level:

Table 1

*Percentages of Public High School Teachers Teaching Without a Certification in a Course Subject Area*

Course Subject	Percentage
English	29.8 %
Foreign Language	47.6 %
Mathematics	31.4 %
Science	27.3 %
Biology/Life Science	44.7 %
Physical Science	63.1 %
Chemistry	61.1 %
Geology/Earth/Space Science	78.6 %
Physics	66.5 %
Social Science	27.9 %
History	62.5 %
ESL/Bilingual Education	70.8 %
Arts and Music	19.6 %
Physical Education	19.1 %

*Note.* National Center for Education Statistics (2001, p. 1-2)

These findings demonstrated another discrepancy in the services delivered to students and a further lack of equity in program and experience (Seastrom, 2002).

Diversity is also recognized as being related to socio-economic status. Poverty classification for the fifteen million youth in the United States identified eight million White, four million Black and three million Hispanic youth (Montemayor, 2000). The effects of poverty on nutrition, preschool experiences, and support throughout the educational experience of students are manifold. Equity programs attempt to address these discrepancies and to create an educational opportunity that better serves all. A report titled *Poverty in the United States: 2001* written by Proctor and Dalaker (2002) highlighted the following data:

- a. The poverty rate in 2001 was 11.7 percent, up from 11.3 percent in 2000.
- b. In 2001, people below the poverty thresholds numbered 32.9 million, a figure 1.3 million higher than the 31.6 million poor in 2000.
- c. At 16.3 percent, the poverty rate for children remained higher than that of other age groups, but did not change between 2000 and 2001.
- d. For people 18 to 64 years old, the poverty rate rose to 10.1 percent in 2001, up from 9.6 percent in 2000.
- e. In 2001, there were 6.8 million poor families (9.2 percent), up from 6.4 million (8.7 percent) in 2000.

- f. For non-Hispanic Whites, the poverty rate rose between 2000 and 2001 (from 7.4 percent to 7.8 percent), as did the number who were poor (from 14.4 million to 15.3 million). Poverty rates for Blacks, Hispanics, and Asians and Pacific Islands did not change between 2000 and 2001. However, the number of poor Hispanics rose to 8.0 million in 2001, up from 7.7 million in 2000.
- g. The poverty rate in the South increased from 12.8 percent in 2000 to 13.5 percent in 2001. The poverty rates in the Northeast, Midwest, and West did not change.
- h. The poverty rate for people living in the suburbs rose from 7.8 percent in 2000 to 8.2 percent in 2001; the poverty rate did not change in central cities or in non-metropolitan areas. (p. 1-2)

Equity, educational opportunity, achievement, and diversity are not new concerns. The American education system, an advocate of democracy since the middle-late 1800's, was further enlightened by Dewey in the early 1900's (Dewey, 1916). Historically, educational theory and methodology closely followed psychological movements. The concepts and concerns of the psychological theories of behaviorism and humanism began to characterize educational theory and methodology. Social action theories were augmented by the 1960's Civil Rights movement and were reflected in growing educational liberalism. Later, liberalism and concern for global peace and survival engendered a response to the holocaust of WWII. As a result of these interacting social and scientific issues, holocaust and genocide mandates have been instrumental in shaping school curriculum and the

issues of tolerance and prejudice reduction. Diversity has become an integral component of education.

Tolerance and prejudice reduction are not completely integrated into society however. In the late 1990's there were social contexts of racial profiling as reported in the media regarding the brutalizing of Abner Louima by a convicted New York Police Department officer (CNN, 1999; & Bickel, 2003). The World Trade Center attack on September 11, 2001, brought religious and middle-eastern profiling to the forefront. *Bias in Health Care* was a featured article, summarizing for the public the *Institute of Medicine* report in the *Star Ledger*, (Lavizzo-Mourey, 2002). The article cited the case of lower quality health care given to minorities as compared to Whites even when incomes and health insurance coverage were equal. Lavizzo-Mourey (2002) reported on commissioned papers prepared for the *Institute of Medicine, National Academy of Sciences Committee on Guidance for Designing a National Health Care Disparities Report* and presented on March 6, 2002. These events remind us of the schism that still exists between ethnic groups. In an essay first published by the *Los Angeles Times* and then in the *Star Ledger*, professor emeritus at the University of California in Los Angeles, lecturer at Pepperdine University, and recipient of the Presidential Medal of Freedom, Wilson (2003) discussed the difficulty of finding a practical solution to discrimination, segregation, and racism. He advised that the United States is not yet a colorblind society and that eliminating race factors as per the current national debate, would only hide information pertinent to liberals to monitor social progress and important to conservatives to understand the status of a national identity as opposed to a separatist ones. In light of the



continuance and immediacy of these concerns, diversity issues assumed a more urgent status.

The response in education was the development of equity programs to satisfy state or national legislation regarding civil rights and equity, as well as the inclusion of Multicultural Education programs. Equity programs were designed to offer an equitable educational opportunity to all students. This was demonstrated by the increase in the numerical representation of minorities in all aspects of schooling so the numbers of participants more closely reflected the statistical demographics of each particular school district. Multicultural Education was a broad based educational program that took many forms according to the need and definition of each community. These included incorporating minority history and culture in the curriculum, minority characteristics in the educational methodology, minority representation in the policy-making process, as well as outreach programs to include minorities in the education of their children (National Association for Multicultural Education, 2003). According to The National Association for Multicultural Education (2003) equality and equity are not the same. The association advocates an equitable education for all as well as the democratic principles of social justice.

States responded to the quest for equity. California addressed this concern through the Santa Barbara County Education Office Beyond Tolerance Educational Center (Cirone, 2001). One program developed by the Santa Barbara Museum of Art cooperated with the Center via the *Exploring Cultural Diversity Through Myths, Deities, and Icons* program. In New Jersey the response was developed into the *Living Voices* programs offered through *Beyond Tolerance* offered by the *Tolerance*

*Organization.* These programs offer historical multimedia lessons to fifth through twelfth graders on the civil rights movement (*The Right to Dream*), the Holocaust (*Through the Eyes of a Friend*), and the Japanese internment (*Within the Silence*). The Immigrants program detailing the U.S. immigration history was targeted to fifth-graders. These programs promote dialogue and knowledge about different cultures, philosophies, and life experiences.

Responses to diversity concerns have also taken many forms. The Curry School of Education has a website which offers a wealth of multicultural resources, songs, texts, addresses, and contacts available to all (Gorski, 2002). There is a website for the National Association for Multicultural Education [NAME] in Washington, D.C. The Association of Multi-Ethnic Americans, Inc. [AMEA] has a mission statement that expresses their commitment to “educate and advocate on behalf of multi-ethnic individuals and families by collaborating with others to eradicate all forms of discrimination” (AMEA, 1988, p. 1). Brown University’s Education Alliance for Equity and Excellence in the Nation’s Schools advocates educational reform based on language, culture, and diversity (Education Alliance, 1995). ERASE from Oakland, California, and in conjunction with the Applied Research Center, promotes a National Day of Action for Racial Justice in Schools and activates against racial profiling or institutional racism (Association of Supervision and Curriculum Development [ASCD], 2001).

The New Jersey Department of Education sponsored many programs developed through the *Pride in Who We Are* project. These included elementary, middle and high school projects designed by districts to fit their particular needs.

Some of these on the high school level included Lenape Regional High School's English Course: Literature of the holocaust, Ocean City High School's Freshman Team Building, Secaucus High School's Human Rights Workshop, West Morris Regional High School's Teaching the Holocaust: The research-driven portfolio, Lakewood High School's *The Holocaust and Prejudice Reduction: An interactive approach*, and New Providence High School's *Holocaust Art Memorial* (New Jersey Department of Education, 2003).

In order to help educators become better prepared to work with the diverse student population, The Center for Research on Education, Diversity & Excellence (CREDE) publishes current findings and trends in the field. At the time of this study, an extensive search did not uncover research on student diversity leadership training. The Goals 2000 Educate America Grant funded many projects in public schools to improve programs that met the needs of school and community partnerships as well as local university cooperation (Education Update, 2002). To date, direct diversity leadership training for high school students has not been a research focus.

Current trends in education promote leadership programs for students. There have been many programs developed to educate students in leadership. Student leadership training teaches students to personalize this information and to become leaders themselves. The New Jersey State Bar Foundation has been very active in this regard. The program they offer includes a Middle and High School Guide on Conflict Resolution and Peer Mediation developed by the New Jersey State Bar Foundations' Conflict Resolution Panel. Many New Jersey schools have adopted this

program and trained students in the skills necessary to negotiate win-win solutions to problems (New Jersey State Bar Foundation, 2001).

The Holocaust Center at Kean University (2002) developed such a cooperative community and university project: The Diversity 2000 Council. One of the many programs offered by The Diversity 2000 Council is a one day, intense, diversity leadership training for high school students in New Jersey. These same student leaders then lead discussions with other high school students during the spring. The objective of the training is to develop school and community projects and strategies that reduce prejudice and promote tolerance. This study would be the first research conducted to actually evaluate the diversity leadership training given high school students through the Council and its impact.

#### Purpose of the Study

The purpose of this study is to describe and evaluate the effectiveness of the diversity leadership training given to high school students by the Diversity 2000 Council using a descriptive design. The study will result in a descriptive report to inform decision makers and participants. To date there have been no studies done to assess the impact of diversity leadership training given students on practices within schools. This study is designed to compile the evidence of change using surveys sent to, and a focus group interview with, the district liaisons of the schools that participated in the 2001-2002 high school conferences.

### **Research Question**

**Does the diversity leadership training given to high school students through Diversity 2000 Council result in changed practices in schools?**

### *Subsidiary Questions*

1. How does the diversity leadership training result in changes in practice in the schools that have participated in the student diversity leadership training program for the year 2001-2002?
2. Do students who have been participants in this training, assume leadership roles in promoting these activities?
3. Are action plan projects developed during the training being implemented?
4. What factors promote changes in practice in the high schools?
5. What factors impede changes in practice in the high schools?
6. What have been past responses in practice to diversity as a result of the student diversity leadership training?
7. Based on empirical data, how can the diversity leadership training be strengthened?

### **Significance of Study**

It is assumed that diversity leadership training results in diversity projects. The problem that this study addresses is whether or not the diversity leadership training given high school students in the Diversity 2000 member high schools in New Jersey results in evidence of diversity leadership. Formal studies that address the impact of the training have not been conducted.

Student and teacher comments after the conferences are always enthusiastic, exclaiming the positive impact of the day, the desire to continue to experience contact

with diverse groups of students, and to hold honest and open dialogue more often. This study investigates the real impact of the training after the students return to their home high schools. The information compiled will serve as a resource base for schools seeking projects and strategies for reducing prejudice and promoting tolerance. The findings will inform practice related to diversity leadership programs for high school students. There does not exist a central source of these strategies and contacts. The compilation of the data will enhance our knowledge base by making the information available to others. Policy will be affected by an assessment of the level of real commitment to diversity and an understanding of the support system needed for the implementation of diversity project ideas.

#### Delimitations

This study is limited to the New Jersey member district high schools of the Diversity 2000 Council that participated in the 2001-2002 high school conferences. Some districts have been members longer than others and have had more access to training. The schools serve a variety of community profiles and demographic characteristics. Some school communities have pressing needs to deal with diversity concerns due to conflicts, discipline concerns, low academic scores, or school climates not conducive to learning. Other districts lack diversity and attend the conferences to be informed and educated. Most of these are public high schools, but there are also private and parochial school member districts. The differing community profiles impose limitations on the study because there is no control group. Neither are district needs nor philosophies equal. The common factors for the schools are district membership in the Diversity 2000 Council and student participation in the

2001-2002 high school conferences. This study looks at the identification of changes in practice, not individual behavior nor disposition toward sustained diversity or prejudice reduction strategies over time. The impact of the training on students and adults is not measured in this study.

#### Assumptions

It is assumed that the district members of the council are committed to diversity projects. They attend conferences, pay dues, support teachers by paying for substitutes, fund transportation costs for attendance at councils and conferences, and permit their district names to be used on council publications and web pages which list member schools and council information.

It is further assumed that schools provide the necessary enabling infrastructures that assist in the transference of knowledge gleaned from the training to concrete activity and practice.

Diversity is a term with a broad definition in schools, businesses, and universities. It is assumed that there is public interest in maintaining a democratic, inclusive society in which each person realizes his potential and becomes a successful contributing member of society.

This study assumes that prejudice is learned. It is also assumed that prejudice and interpersonal function can be changed through education.

Freire (1996) respected teachers who dreamed of a better society for present and future generations. If Martin Luther King's dream is to live on, we must be not only the *Dreamkeepers* (Ladson-Billings, 1994) but also the dream-makers. What is being done to keep the dream alive?

### Organization of the Study

Chapter I introduces the background information that helped define the problem and why the study was undertaken. The purpose of the study and its intended significance are explained as well as assumptions, limitations, and definitions of terms. Chapter II presents a review of the related literature and theory that supports diversity leadership training for high school students. In Chapter III, methodology and instruments used to obtain the data are discussed. This study is descriptive in design. Chapter IV presents an analysis of the findings. Conclusions and suggestions for future research are presented in Chapter V.

### Definitions of Terms

For this study we define the following terms:

**Diversity** - The characteristic or combination of characteristics that cause us to be seen as different, including, but not limited to: race, color, creed, sex or national origin (New Jersey Statutes, Title 18A Education, 1996)

**Prejudice reduction** – Behaviors, programs, strategies, curriculum, policy, and activities that inform about prejudice and create ways to promote a more inclusive philosophy and life style.

**Tolerance** – Acceptance and inclusion of diverse people and needs.

**Diversity Leadership Training** – Training by high school students of other high school students which teaches, models, and presents ice breakers, dialogue techniques, brainstorming, idea generation and collection, for the purpose of reducing prejudice and promoting tolerance.



**High School Diversity Conference** – One day long, student led dialogues related to a given diversity theme culminating in an action plan and evaluation forms.

**High School Student Diversity Leadership** – Student leadership in activities that promote tolerance and reduce prejudice.

**Leadership** – A reciprocal, purposeful learning in a community (Lambert, 2003).

**Prejudice** – A negative feeling toward a group based on a faulty definition. (Bergen, 2001).

## CHAPTER II

### LITERATURE REVIEW

An extensive search of the most current literature and research was conducted using Proquest, Dissertation Abstracts International, ERIC, and deep web strategies. The review included research articles, books, journals, and unpublished dissertations. The literature focused on the ethical and racial diversity of our society and the response in education to this diversity. The primary focus was high school diversity leadership training for students. No research has been conducted specifically on the effects of diversity leadership training for high schools students. There are numerous studies on diversity leadership training in the business world, for educational leaders, and in institutions of higher education but these were not included in this study. The review focuses on the need for diversity leadership training for high school students, that promotes prejudice reduction and tolerance.

#### Diversity in American Society

The United States is a nation of immigrants. As a result of the global political and economic situation of the world during the early years of the development of the United States, immigrants from central Europe populated the country. Since the earliest colonial days a Euro-centric perspective has shaped American commercial activities, judiciary interpretations, legislative philosophy, and social and cultural mores. Due to evolving global circumstances, the immigration path has changed and

so has the social composition of the United States. This review focuses on the demographics of the country and the high school youth that experience the present United States reality.

According to Gollnick and Chinn (1991) 3.9 million babies were born in the United States in 1988. These children are the fifteen-year old adolescents in high school today. These babies joined the over 170,000 people under twenty years of age, who legally immigrated to the United States in 1987 primarily from Mexico, the Philippines, Korea, the Dominican Republic, and Jamaica. There is no record of illegal immigrants who add more diversity to this adolescent population. This research data only begins to describe the composite high school population.

According to the U.S. Census Bureau (2003), the resident population of the United States, projected to July 29, 2003 at 12:00:03 PM EDT was 291,636,802. The Census Bureau reported component settings of:

One birth every eight seconds;

One death every thirteen seconds;

One international migrant (net) every twenty-two seconds;

Net gain of one person every ten seconds. (p. 1)

The U.S. Census Bureau (2000) projected the breakdown of the total resident population of those at approximately high school age as shown in Table 2.

Table 2

*High School-Aged (15-19) Americans*


---

<b>Population</b>	<b>July 1, 2001</b>	<b>July 1, 2002</b>	<b>July 1, 2003</b>
White	15,866	15,911	15,978
Black	3,090	3,124	3,183
American Indian	242	245	248
Asian and Pacific Islander	867	883	903
Hispanic	2,916	2,988	3,073
White, non-Hispanic	13,216	13,197	13,191
Black, non-Hispanic	2,926	2,955	3,006
American Indian, non-Hispanic	200	202	204
Asian and Pacific Islander, non-Hispanic	806	821	838

---

As mentioned in Chapter I, the groups themselves are inclusive of people of different origins and cultures.

High school students are taught by teachers. Children born in 1992, eleven year-olds today, are culturally and linguistically different compared to the majority of teacher candidates, teachers, and administrators informed Attinasi (1994). According to Fang, Fu, and Lamme (1999) there was a considerable lack of diversity in the

teaching profession. This was more reflective of the sociopolitical dominance in society rather than the characteristics of the student population (Fang et al, 1998). This study will confirm this disparity in the schools represented in this study.

In addition to ethnic demographics we also need to consider other important differences. According to the U.S. Census Bureau, 1996, one in four Americans, sixty-four million, lived in a town of 2,500 or less (Montemayor & Adams, 2000). The different living situation, urban versus rural, is another diversity consideration. Poverty also defines and divides. According to the US. Census Bureau, the 1994 poverty rate was 21%, or fifteen million youth (Montemayor & Adams, 2000). In 1994, the percentage of youth classified as poor was 16% White, 43% Black, and 41% Hispanic.

The diversity of the United States is manifold. Youth in high school today are reported to be living in a much more diverse world than the one their parents and educators experienced during their adolescence (Redman, 1999; Johnson, 2000).

#### Response in Education and Psychology

In the United States, the education system has the responsibility of educating youth to be successful, participating citizens in society. Research on diversity and prejudice reduction began in the mid to late 1800s and was enhanced by the classic book by Dewey *Democracy in Education*. Apple and Beane (1995) believed that public schools needed to assess their programs to see if they could be classified as a democratic school; one that built upon shared interests, freedom in interaction, participation, and social relationships. Apple and Beane (1995) further detailed the conditions on which a democracy depends as open communication, faith in people to

resolve problems, critical thinking skills, a concern for the welfare of all, an idealized value system, and supportive social institutions that promote the democratic ideal.

Following the democratic movement, John Dewey advanced the progressive movement that peaked in the 1940s just before WW II. John Dewey advocated students as “do-ers”, constructors of knowledge. Shortly after the war, B. F. Skinner led the behaviorist movement based on teaching machines and discipline. Out of the behaviorist movement evolved the humanistic movement based on the human potential of the individual. The humanistic psychology movement developed into the humanistic education movement of the 1960s and 1970s (Apple & Beane, 1995). Along with the development in psychology, social action was taking place in the protest era of the 1960s and the Civil Rights movement. This socially active period was followed by a period of quiescence and then more conservatism (1970-1984), then by the period of faculty liberalism and contemporary opinion (1985- 1992) according to Lipset (1992).

In 1994, the age of liberalism and contemporary opinion, the State of New Jersey adopted an act regarding Genocide education in the public schools and supplemented Chapter 35 of Title 18A of the New Jersey Statute (1996-7). In this act the Legislature found and declared that:

1b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance.

New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.

1b. ... The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever it happens. (New Jersey, Title 18A Education, 18A:36-20)

The New Jersey Holocaust Commission is autonomous and acts as a resource to the Department of Education for the development of programs and strategies for reducing prejudice and cultivating a philosophy of tolerance in our adolescents. The Commission offers extensive information on resources, events, materials, current events and Demonstration Sites that complement this mandate (New Jersey Holocaust Commission, 2002).

#### Prejudice and Diversity Considerations

In order to combat prejudice or to create prejudice reduction projects, the concept must be defined. Bergen (2001) defined prejudice as a negative feeling toward a group based on a faulty definition. We are driven by a need to classify and understand our world, but Bergen pointed out that we tend to overestimate the similarities of members within a set, as well as overestimate the differences. Bergen informed that the prejudiced person sees separate realities, differences, incompatibilities, and dissonance. He further postulated that irrational thinking in prejudice constituted the basis for prejudicial attitudes: apprehension of outgroups, distrust, fear, discomfort.

Prejudice is learned. Psychologists referred to prejudiced personalities, but these were developed in specific environments reported (Bergen, 2001). Family, ingroups, outgroups, and identity development were found to be influences that caused prejudice if the categorization needed was not rational. Rational

categorization admitted differences as well as similarities, allowed for individual differences within groups and unifying elements across groups. According to Bergen (2001) dislike for an individual was based on real or perceived shortcomings, not on feelings for a group nor group trait. Allport (1958) taught that there were two ways for a child to become prejudiced:

1. directly, by adopting the attitudes and biases of the home, and
2. indirectly, by living in an environment that breeds a prejudiced lifestyle

Bergen (2001) defined the perfect cross-cultural model as one that is accepting, fair, helpful and encouraging. Bergen (2001) also referred to Piaget's moral development which takes place during the ages of five and ten. This coincided with student participants' belief that the diversity leadership training they received should start at a younger age before behaviors and habits form. In response to this informal evaluation, the Diversity 2000 Council implemented training for middle school and elementary children during the past three years. However, the present study was limited to the impact of the high school student diversity leadership training.

#### Adolescent Development

In order to consider the implications of diversity leadership training for adolescents it is necessary to understand development at this age. Castro, Boyer, Balcazar (2000) presented an analysis of healthy adjustment, skills and capabilities. The culturally specific traits understood to be exceptional were a strong appreciation for heritage, achieved stage of identity formation, strong flex, bicultural capabilities, strong interest in service to community, and strong leadership activity. Attention was drawn to information gathered by Castro, Boyer, and Balcazar (2000) on the skills



and behaviors for adaptive function in the Anglo-American and Mexican American cultures. The behaviors were different for these groups, for example, the skill area of growth and maturation. For Anglo-Americans this meant developing individual self-directed capabilities while for the Mexican American this meant relating harmoniously with family and friends. Achievement was seen as personal organization and future planning for the Anglo-American, and acculturation to the Anglo-American culture via acquisition of skills for success in the mainstream culture. Social relation skills were also distinct. The Anglo-Americans described this as self-efficacy (confidence) in personal expression and task completion, and for Mexican Americans it meant courteous conduct toward others in the community and genuine self in maintaining harmonious relations with other Latinos; humility relating with others (personalismo).

In a study *Examining Latino Paraeducator's Interactions with Latino Students* by Monzo and Rueda (2000), the authors found that cultural and community-based resources that students bring to school were beneficial to negotiate and create meaning in the linguistic, cultural, and academic contexts found in school. Students' experiences as well as their modes of interaction were important resources for educators.

Cunningham and Spencer (2000) further adapted Spencer's (1995) Phenomenological Approach to an Ecological Systems Theory of Life Span Human Development. This approach demonstrated the risk contributors and life stage outcomes that spiral across the course of life. The risk factors could be analyzed for consideration regarding the development of a productive or adverse life outcome. For

American minority groups or those of low socioeconomic status, the diagram helped explain where difficulties contributing to their lack of success may have been, particularly in biases, poverty, and neighborhood quality. These were combined with biological characteristics, stress management experiences, and coping methods. All these considerations helped define identities and led toward adverse or productive life stages. How our diversity affected or was affected by these factors and what could be done to facilitate the process to healthy life stages should be part of our social prejudice reduction scheme. The evolving American social definition of "healthy life" must also be included. Different cultures have different life expectations.

Research has shown that life expectations depended upon the specific situations of each generation. First, second, and third generation expectations and priorities varied, often dramatically. Johnson (2000) introduced us to the concepts of Universal and Situated Culture Frameworks. In the Universal Framework, reality is independent of culture, human rationality is based upon one truth, culture is abstract intellectual knowledge and language is a vehicle. In the Situated Framework, reality is relative to specific cultures, humans perceive different truths, culture is human action and language is symbolic in action. Johnson (2000) further stated that the situated viewpoint (Romantic view) was more aligned with the attempt to document cultural multiplicity than the universal viewpoint (Enlightenment view). The Situated Framework admitted different perspectives, as well as cultural, and social evolution.

#### Response in Pedagogy

Merrifield (1985) found that colleges of education were not preparing teachers with the knowledge and skills to teach equity, diversity and global

interconnectedness. She further reported that there are significant qualitative differences between the experiences of people of color and those who are white. Experiential understanding of discrimination and outsider status shaped the life philosophy of people of color after having grown up in a society of white privilege and racism. Contrary to experiences within the American culture, life outside of the United States provided the most profound experiences of discrimination and outsider status for many middle-class white teachers.

A study done by Aspy and Roebuck (1977) with 10,000 students and teachers on the types of relationships that occur in schools (as cited in Freiberg, 1999), found that teachers' level of empathy, congruence, and unconditional positive regard were positively and significantly related to students' cognitive growth, IQ gains, and attendance. Aspy and Roebuck (as cited in Freiberg, 1999) further found teachers' levels of interpersonal functioning to be below those needed to facilitate student growth but that teachers could enhance their levels of interpersonal functioning and thus affect positive gains by their students. These findings further support the compelling necessity for education to respond to the diversity of our nation.

### Multicultural Education

As a result of the civil rights movement of the sixties and as an effort to change the de facto American assimilation policy the paradigm called Multicultural Education began. There has been much debate and struggle in the process. Cai (1988) defined multiculturalism as being about diversity and inclusion with an emphasis on decentralizing the power of the mainstream culture. Diversity and equity were the goals of multiculturalism. Rasinski & Padak (1990) advocated that

multiculturalism further seek to empower students to be able to identify, analyze, and take action on cultural and ethnic issues. Arthur Schlesinger, Jr. (1991) argued that Multicultural curriculum such as *Children of the Rainbow* in New York, was more divisive than unifying (as cited in Burnett, 1994). California's Multicultural curriculum was seen to be too liberal or too traditional according to Burnett (1994). A Florida school board in Lake County, in 1994 voted to teach about other cultures in order to promote the idea that American culture was superior (Burnett, 1994). Multicultural education has been understood to be many different concepts. One concept entailed seemingly simple curriculum inclusion strategies and processes to work with oppressed groups as promoted by Sleeter and Grant (1993). Another approach designed strategies with far reaching impact on all processes of a school's operation as advocated by Nieto (1992). From simple to far reaching policy strategies offer a very broad and often confusing definition of multicultural education.

Burnett (1994) developed a third typology to show how multicultural education was implemented in the United States. He divided programs into three categories: Content-Oriented Programs, Student-Oriented Programs, and Socially-Oriented Programs.

Content-oriented programs were the most readily recognized programs and were designed to increase students' knowledge about groups. Some programs offered a few short readings or in class celebrations of cultural heroes and/or holidays. Other curriculum changes were more encompassing including multicultural materials and themes. James Banks (1994, 1996) advocated curriculum transformation goals that developed multicultural content throughout the disciplines,

incorporated a variety of viewpoints and perspectives in the curriculum, and led to a transformation of the curriculum itself. Sleeter and Grant (1993) gave the name of single-group studies to programs that promoted the goals of curriculum transformation. These were known as black, ethnic, and women's studies programs. Often this concept was transformed into the development of independent schools or single-gender classrooms.

While content-oriented programs were designed to increase the knowledge base about ethnic, cultural, and gender groups, student-oriented programs were developed to increase the academic achievement of these groups in particular. Sleeter and Grant (1993) informed that these programs were to help the members of these groups move into the mainstream of education. Students' backgrounds and were often a resource. James Banks (1996) outlined these programs as using research on culturally based learning styles to discover which methodology to use with particular students; bilingual or bicultural programs and language programs built upon the language and culture of students; and special math and science programs for minority or female students. Often these programs were considered compensatory programs and may not have been truly multicultural in their philosophy.

Socially-oriented programs were reformative programs that sought to affect schooling and the cultural and political contexts of schooling. They were designed to have a much more encompassing effect or to increase cultural and racial tolerance and reduce prejudice. These reforms included the restructuring and desegregation of schools as well as programs to increase contact among the races; encouragement of

minority teachers, anti-bias programs, and cooperative learning programs (Banks, 1994).

Sleeter and Grant (1993) discussed Socially-oriented programs as human relations programs. In schools human relations program included Content-oriented and Student-oriented programs as well as research on learning styles. Sleeter and Grant (1993) elevated this to the level of social activism and emphasized pluralism and cultural equity in American society, not only in schools. The focus of the program included critical thinking skills regarding cultural repression, multilingualism, varying cultural perspectives and cooperative learning and decision-making. The goal was socially active citizens.

Banks (1994) explained the misconceptions of multiculturalism. The first misconception was that Multicultural Education was education only for and about minorities and persons of color, and that it was not relevant to Caucasian teachers and students. People who viewed multicultural education this way felt that only people of color could teach it. The second misconception was that Multicultural Education was an added fad to an already overburdened and unrealistic teaching load. The third misconception was that this program was only relevant to inner city schools and areas of diverse populations. These misconceptions were prevalent and needed to be clarified through a redefining of the concept according to Banks (1994).

This interpretation reflected Banks' transformation ideal that promoted transformative knowledge that challenged institutionalized mainstream knowledge, and made explicit its value premises and its connection to action to improve society (Banks, 1996). Banks reached beyond curriculum content to a vision of a society that

had incorporated an inclusive philosophy of diversity and equity as an essential part of its design.

This concept involved the inquiry into the nature of knowledge and domain of knowledge and how it was constructed as well as the affects upon each member of society. According to Gomez (1991), to nurture diversity was to make an action process of multicultural education. Vincent (1992) advocated that the commitment to work for reform, equity, and justice was integrally supported by multicultural education and anti-racist education.

The National Council for Social Studies (NCSS) (1991), responsible for the civic education of our children, published revised Curriculum Guidelines for Multicultural Education in 1991. In the introduction they stated "racism is cyclic, and is alive and well today. [...] racism and sexism must be examined seriously in any sound multicultural curriculum" (p. 2). The rationale of the National Council for Social Studies for multicultural education was that ethnic pluralism was a reality, in which individuals acquired knowledge and beliefs about ethnic and cultural groups, that knowledge and beliefs could be wrong or negative and limiting of the opportunities available to different groups. The NCSS (1991) presented the following guidelines and principles of ethnic and cultural diversity:

1. Ethnic and cultural diversity should be recognized and respected at the individual, group, and societal levels. 'A society that respects ethnic group differences aims to protect its citizens from discriminatory practices and prejudicial attitudes.'

2. Ethnic and cultural diversity provides a basis for societal enrichment, cohesiveness, and survival.

Protection of the right to socialize young into cultural patterns that are consistent with human dignity and democratic ideals.

3. Equality of opportunity must be afforded to all members of ethnic and cultural groups.

Legal provision and implementation of equal economic, political, and educational opportunity.

4. Ethnic and cultural identification for individuals should be optional in a democracy.

Recognition given to Euro Americans, as well as the recognition of a variety or and change in self-identification titles other than ethnic classification.

(p. 2-6)

These guidelines form the basis of social studies in our public schools. The NCSS recognized the changing American demographics and advocated a true reflection of democratic values. According to Dominguez (1985) and (Tharp, 1994) ethnic boundaries were dynamic and evolving. They responded to political and economic forces that are not fixed. This implied that a proactive philosophy and course of action can be developed to create a nation that is more truly known as one with liberty and justice for all.



### Current Prejudice Reduction Theory

Walter Stephan (1999) wrote *Reducing Prejudice and Stereotyping in Schools*.

Stephan was included in the Multicultural Education Series of six books edited by James A. Banks. Stephan's (1999) goal through intergroup relations programs was:

to create students who understand and respect the differences between groups and are aware of the underlying similarities; recognize their own biases, as well as those of others; treat others as individuals, while recognizing the important role racial, ethnic, and other groups plays in our lives; are firm in their own identities and are comfortable with other students who are firm in theirs; are able to interact effectively and productively with people who differ from them/ value equality, justice, freedom, respect, dignity, and compassion; and understand the history of racial division in our society and are committed to overcoming it.

(p. 80)

Stephan's (1999) approach was based on four domains. The first was social information processing such as stereotyping, and emotional responses to outgroup members. The second domain dealt with values and value-related issues such as group identity. The third domain reflected the development of intergroup relation skills. The fourth domain dealt specifically with the social culture of schools.

Under the domain of social information processing, Stephan (1999) made recommendations about social categories, ingroup/outgroup evaluative biases, biased labeling, group differences and similarities, stereotyping, self-fulfilling prophecies, empathy, and positive versus negative emotions.

Regarding social information, Stephan (1999) informed that students used readily available social categories because these facilitated interaction by providing expectancies regarding the values, norms, and behaviors of others. Intergroup contact as well as information about outgroups may help ingroup members to see others as individuals.

He suggested experiential exercises such as arbitrary grouping by eye color throughout the day as a way to teach social categorization. One study by Brynes & Kiger (1990) found this kind of experience resulted in an increase participants' intentions to act in nondiscriminatory ways (Stephan, 1999).

Cognitive skills training was another approach to categorization. Thematic approaches that stressed personal internal qualities rather than external features have been shown to decrease the prejudices of the most high-prejudiced White students (Aboud, 1998). Stephan (1999) made the following recommendations for prejudice reduction strategies in educational settings.

#### *Personalized Outgroup Members*

Research by Brewer & Miller (1984), Miller & Harrington (1990), and Stephan (1999) suggested that relations improve with particular people and also with groups to which these people belong as a result of individualizing or personalizing outgroup members. Mixed cooperative groups arranged to de-emphasize group membership and emphasize personal characteristics facilitated this process (Bettencourt, Brewer, Rogers-Croak, & Miller, 1992; Miller & Harrington, 1990).

### *Biased Perceptions*

Students could learn from understanding the biases that led to feeling positively about their group but negatively toward the outgroup. Students needed to learn how to distinguish between the real causes of differences between groups by forming accurate interpretations of the outgroup. Forming positive interpretations of the ingroup was a natural process that could be expanded by understanding the process.

### *Biased Labeling*

An evaluation could be made of the trait applied to an outgroup to understand the tendency to label behaviors positive for ingroups but in a negative light for outgroups.

### *Subjective Culture*

Intercultural training programs taught about real group differences of the ingroup and the outgroup. Weldon, Carlston, Rissman, Slobodin, & Triandis (1975) found this training led to reductions in stereotyping.

### *Group Similarities*

Byrnes (1971) found that similarity leads to liking. Designing programs to include similar values, norms, personality, standards, emotions, and behavior was a strategy to increase group similarity. Utilizing the universal needs was expounded by Maslow (1970) also tended to make differences more acceptable. Allport (1954) supported this idea by stressing our common humanity.

### *Stereotype-based Expectancies*

Stephan (1999) recommended teaching students how the stereotyping process works and why we more readily processed information when it confirmed our ideas unless it was an extraordinary set of information. Discussion of this kind often led to discover stereotypes or introduced students to ones they had not known so Stephan recommended a discussion of the harmful effects of stereotyping before any discussion. Structure was important as well as a goal of positive experiences.

### *Superordinate Categories*

Research by Sherif, Harvey, White, Hood, and Sherif (1961) and Gaertner, Mann, Murrell, and Dovidio (1989), showed that creating superordinate groups improved intergroup relations. Stephan (1999) suggested the use of labels such as classroom, grade, school, community, state, nation, and humankind, as well as, student or athlete be used to unite students.

### *Cross-Cutting Categories*

Research by Commins & Lockwood (1978), Hewstone, Islam, & Judd (1993), and Vanbeselaere (1991) suggested that pointing out that people belonged to many different intersecting groups could reduce prejudice.

### *Empathy*

Knowledge about other groups and their historical and social experiences as well as activities of role-taking were found to increase empathy for outgroups according to McGregor (1999) and Smith (1990).

### *Positive Moods and Outcomes*

Creating situations for positive moods and contact between outgroups was important when competition between members of different groups did not lead to divisiveness (Stephan, 1999). Stephan (1999) referred to multicultural education and cooperative learning groups as the most useful strategies for intergroup contact.

In order to promote value and identity issues, Stephan (1999) stressed the following concepts.

1. **Egalitarianism-** Stressing equality and providing situations where equality is the accepted norm dispels prejudice and stereotyping as well does teaching about the existence and behaviors of racism.
2. **Universal Values-** Stressing universal values of justice, fairness, dignity, respect, peace, compassion, and charity are part of our common humanity and directly oppose prejudice, stereotyping and discrimination.
3. **American Values-** American society values education, freedom, the value of rationality (analytical reasoning, logic), the importance of family, the utility of science and technology, the benefits of democracy, the need to safeguard basic human rights, and the importance of maintaining good health. These values can be a uniting force to unite different racial, ethnic, and religious groups.
4. **Diversity-** Valuing diversity as part of our heritage and as a resource for problem solving is also a strategy to unite students.
5. **Racial, Ethnic, and Religious Identities-** Research shows that a feeling of security in an ingroup is less likely to lead to discrimination of outgroups or overt demonstrations of prejudice and stereotypes (Aboud & Doyle, 1993; Gonzales &

Cauce, 1995). Delicacy is needed so that protection of the ingroup does not lead to outgroup prejudices.

For promoting intergroup relations, Stephan (1999) suggested the following skills be taught to our students:

1. **Intergroup Interaction Skills-** Skills that have been recognized to be effective for cross-national interactions are recognition and interpretation of differences in nonverbal behavior, adjustments to different behaviors, tolerating ambiguity, avoiding the use of negative traits to explain others' behaviors, careful listening and observing, appropriate questioning, paraphrasing for clarification, role-playing, being nonjudgmental, and tolerant. These are learned skills. Designing activities between groups in such a way as to reduce anxiety and negative outcomes helps eliminate fear as the primary cause of prejudice.
2. **Conflict Resolution Skills-** Research has shown that students can be taught conflict resolutions skills and those techniques of negotiation, bargaining, concession making, or giving apologies or explanations can benefit intergroup relations. Information about outgroup behaviors that are not meant to be disrespectful toward other groups but are a part of the outgroup culture, can also facilitate understanding and reduce prejudice.
3. **Responding to Injustice-** Teaching students coping responses and ways of avoiding dysfunctional responses toward themselves or others are valuable lessons. Students need to learn how to file a grievance, protest using legitimate means, express social disapproval of perpetrators, sanction perpetrators, change policies, negotiate

with offending groups or individuals, and use mediators. None of this can really be successful unless we change the school culture to reflect a more inclusive community.

4. **Organizational Culture-** The school should model the kind of relationship and behaviors expected of the students. Cohen (1980) and Schofield (1995), recommend the school staff represent the racial and ethnic groups of the students.

5. **Codes of Conduct and Incentives-** Reinforce nondiscriminatory behavior in the school and have policies in effect that do not tolerate stereotyping, prejudice, and discrimination.

6. **Teacher Training-** Teachers need training in intergroup relations, and in the cultures of the students they will teach.

Stephan (1999) offered some ideas and strategies for prejudice reduction teaching and for creating environments that supported a tolerant and inclusive philosophy. Stephan advocated that we examine the social information which we disseminate, that we identify our values and ways in which our identity is formed, that we promote positive intergroup relations, and that the school culture create a coherent community that reflected an ongoing process toward prejudice reduction and equal opportunity for all.

A study done on cultural pluralism and civic education by Snyder (1998) offered the strategy of the framing of sympathetic impulses into mutual action. Snyder concluded that mutual understandings across differences could be promoted by:

- a. Affectual interactions; guaranteeing the safety and welfare of youth, while simultaneously fostering common sympathies and caring impulses of young people.
- b. Valuing interactions; advancing the dignity of youth, reflecting their particular histories and cultures in curriculum, while facilitating equitable deliberations on social justice.
- c. Instrumental interactions: aiding the identification of common sympathetic and equitable interests of youth, and involving their abilities in actions achieving mutually sustaining goals.
- d. Traditional interactions; identifying and maintaining social norms expressing a language of propriety among youth, creating a mien of tolerance for the harmless differences of others and respect for the potential strengths these may mutually provide.

While these are lofty goals and suggestions and theories, and while consensus may promote these concepts, there is little research that evidences that diversity leadership training actually has a positive effect on students. A study done by Jefferson (2001) with university freshmen concluded that diversity sensitivity training actually increased prejudice and stereotyping. Boccia (1997) found that few student leadership programs concentrated on the core of leadership; the capability to “energize the efforts and talents of others”(p. 6). Research into the effects of diversity leadership training needs to be conducted if we are to assure that the goals of equity in the American society are attained.



Attempts are made to measure equity by test scores and the presence in high level and advanced placement classes or clubs and activities throughout our high schools, by college enrollment, job placement, income and material wealth. What this study attempts to do is measure the impact of diversity leadership training for high schools students on their school and community. High school students are the present reality. Teachers, administrators, graduate students, professors are removed from the life high school students live day to day. Student input is essential to society. The growth of students as leaders is essential to our nation. Prejudice reduction and tolerance are priorities in the American culture. What is being done at the high school level to address these concerns?

#### A Plan Emerges

Post WWII, and as a result of the American civil rights and humanistic movements, the need to teach the Holocaust was addressed. According to Sister Rose Thering, (Diversity 2000 Council guest speaker, 2002), Faculty of Seton Hall University since 1968, Kean University Board of Trustees, and member of the State of New Jersey Commission for Holocaust Education, an advisory council in New Jersey was formed by Governor Kean in 1982. This was the result of discussion begun in 1973. This commission continues to support not only the teaching of genocide but also tolerance and prejudice reduction programs as a means to prevent these from developing into atrocities as witnessed during the Holocaust.

In the 1980s concerned Holocaust survivors and members of the Elizabeth, New Jersey Jewish community formed a group determined to establish a local

Holocaust Resource Center. After negotiations with the administration at what was then Kean College, the center was formed in 1982 (Preil, 2001).

The Holocaust Resource Center promotes the following objectives and activities (Preil, 2001):

- a) To teach and encourage public school teachers, especially on the secondary level, to incorporate Holocaust units into social studies and literature curricula.
- b) To house print and nonprint media in the Kean College Library and the Instructional Resource Center. Books and media will be available to students, teachers in neighboring school districts, and residents of our vicinity.
- c) To sponsor...lectures each year that will be open to the Kean College family as well as residents of our community.
- d) To produce and preserve a series of oral history videotapes based on the personal experiences of Holocaust survivors who reside in our community.
- e) The Kean College Holocaust Resource Center cosponsors the annual Yom Hoshuah (Holocaust Memorial Day) program with the Jewish Federation of Central New Jersey.
- f) Teaching Prejudice Reduction is offered as a follow-up course to Teaching the Holocaust.
- g) The Diversity 2000 Council of Kean College was organized by Kean's School of Education and the Holocaust Resource Center for school districts wishing to join together to network for the purpose of teaching

students to live together peacefully and constructively in American's increasingly diverse society. (p. 316-317)

The Diversity 2000 council began with an initial membership of 14 school districts in 1991-1992 and has grown to include sixty-seven different schools from across the state of New Jersey.

The objective of the council "is to help school administrators, teachers, and students experience success in living and working together as we all endeavor to create a harmonious and effective American society" (Diversity 2000, p. 1) The council references Gordon W. Allport's *The Nature of Prejudice* (1954) in his call to provide contact and acquaintance programs that lead to team building.

The Diversity 2000 Council offers two high school leadership conferences each year. The fall training session prepares students to lead discussions relative to a diversity theme. After careful consideration of current events and issues, the high school committee, composed of member district high school teachers and other professional personnel, decides upon the theme considered most relevant for the year in question. The theme is often aligned with the speaker at the major diversity conferences offered twice yearly to high school, undergraduate, and graduate students as well as college faculty and the community at large. At the training conference, students are organized into groups with pairs of trainees from different schools. Each newly formed group is trained by two previously trained student diversity leaders. The experienced student leaders model group icebreakers and strategies for respectful discussion of the diversity theme. They follow a planned lesson that elicits open and frank expression of concerns and culminates in the sharing of ideas and strategies that

have helped in the student leaders' districts. The trainees then return to their school group and share what they have gleaned from their distinct discussions groups. The schools compose an action plan to take to their home district. It is the expectation that these action plans will result in projects that impact the home schools' communities. The school groups also turn in an evaluation of the conference before departure.

The spring conference permits these trained leaders to direct discussions with groups of paired new participants. These new groups create ideas for future home district projects that promote tolerance and reduce prejudice as these are experienced and identified in their home sites. Each school community is unique in identity and purpose, therefore different plans are expected though often projects that have been successful in one district are often tried in another. There is much networking and informal sharing of resources.

Each school district chooses their student participants. The understanding is that students who have leadership qualities, and who are representative of the demographics in their district should participate. Some schools request nominations for student participants from department chairs, other teachers, and administrators, while other schools invite students they know and work with in capacities other than diversity. The intent is to direct leadership qualities into the areas of prejudice reduction and tolerance and to be inclusive of students who may not ordinarily be chosen for leadership roles.

### CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of this study was to describe and evidence the effectiveness of the Diversity 2000 diversity leadership training given high school students to determine if the training impacted changes in practice in the participating high schools. In carrying out the study the professional liaisons from the nineteen high schools that participated in the 2001-2002 Diversity 2000 High School Diversity Leadership Conferences were administered a survey instrument, which consisted of eight topics and twenty-nine questions. These liaisons were also asked if they would volunteer for a focus group study of eight participants. The study began in the winter of 2002-2003 and concluded in June of 2003. In this time frame the schools would have had time to act upon the action plans devised during the 2001-2002 conferences. The descriptive approach was used for this study. According to Sagor (2000) this approach is used to gain an understanding or to evidence a phenomenon. This chapter provides a detailed description of the methodological procedures that were used in the study.

#### Description of Sample

The sample base was the district liaison of the nineteen member schools that participated in the 2001-2002 high school conferences. These high schools hail from

eight counties in New Jersey: Bergen, Essex, Mercer Middlesex, Monmouth, Morris, Somerset, and Union.

The schools represent the following District Factor Groupings (DFG).

Table 3

*District Factor Groupings*

<u>DFG</u>	<u>Number of High Schools</u>
B	1
CD	2
DE	1
FG	3
GH	6
I	4

*Note.* (New Jersey Department of Education, 2002).

There were also two participating private, religious schools.

Surveys were sent to the diversity liaisons that accompanied students to the 2001-2002 Diversity 2000 high school conferences. There were nineteen high schools present that year. Some schools sent more than one liaison and a survey was sent to each accompanying staff member. In one instance two liaisons replied however, one was from the regular school and one was from the alternative high school. Though these schools were within the same district, they were considered as two separate high schools for the purposes of this study. In another case two liaisons also replied; one was on maternity leave during 2002-2003 when the surveys were

mailed. This maternity leave educator had been the liaison in past years, and attended the 2001-2002 Conference with a colleague. In total, eleven of the nineteen surveyed schools responded providing the study with a 58% return of surveys. Of the eleven schools that responded four were represented in the Focus Group representing 36% of the respondents.

An overview of the findings will summarize the study. Descriptions of a sample subset that profiled the districts with the highest and lowest survey returns shall complement the summary findings. Next, the responses of the Focus Group shall be reported. In order to safeguard district identity each district had been assigned a code name.

#### Focus Group

In the mailing of the survey, a request was made for volunteers to participate in a focus group of eight to twelve participants. After the return of the survey, four contacts representing 36% of the respondents were interviewed directly on June 18, 2003, at 4:30 pm, at Summit High School. The interview questions are contained in Appendix F.

#### Data Collection

A letter to the Council requesting the use of the mailing list was sent (Appendix A). Permission was granted (Appendix B). The participating district superintendents were written a letter explaining the purpose of the study and requesting permission to contact the high school liaison (Appendix C). After having received permission from the participating district superintendents, mailings were made to each high school liaison on the membership list that participated in the 2001-

2002 conferences (Appendix D). The survey was mailed to the contacts for the member district high schools (Appendix E). During the Diversity Leadership Committee Report in the fall of 2002, the idea of the study was presented and support from participating schools was requested. Telephone calls were made to the focus group volunteers to set up interview time.

The study specifically looked at the results of the 2001-2002 year Fall training and Spring conference. Data collection to establish participating school profiles was readily available on the New Jersey Department of Education website. Data for the two private, religious high schools was requested from the schools directly, however comparable information was not readily available.

A code for the school name was used for the purposes of anonymity. The specific data collected from the New Jersey Department of Education (2002) for each participating school included:

1. The home county.
2. The District Factor Grouping – A composite index of socioeconomic status created by using information from the decennial Census of Population.
3. The enrollment – Counts of students matriculated by October of the 2001-2002 year.
4. The language – First language spoken at home in order of frequency.
5. Student attendance – Percents of students on average each day in the given high school.



6. Dropout – Percents of students in grades 9-12 who dropped out during the school year.
7. Suspension –Percents of students who were suspended from the school during the school year.
8. Expulsion – Percents of students who were expelled from the school during the school year.
10. HSPT scores – Numbers and percentages of students passing each HSPT11 section (reading, mathematics, and writing) on the High School Proficiency Test.
11. SAT % of students taking the SATs.
12. AP results – % of students taking AP
13. Post Graduation Plans – Percents of graduating seniors pursuing various self-reported post high school plans.
14. Student/Faculty Ratio – The number of students per faculty member for the school including staff such as special education teachers, aids, counselors, and other peripheral faculty members.
15. Faculty attendance
16. The demographics of certificated and non-certificated staff.

#### **Instrumentation**

The survey questions were designed to ascertain what projects within the participating schools have resulted from the diversity leadership training given by the Diversity 2000 Council to high school students through the high school conferences in the 2001-2002 school year, within the areas of curriculum, strategies, programs,

projects, co-curricular programming and/or special events. The study questioned if diversity leadership resulted and was demonstrated by the student participants in the conferences. Were the action plan projects developed during the training being implemented? The study investigated the factors that promoted changes in practice in the high schools and those that inhibited changes in the high schools. The study also collected information on past responses of participating schools to addressing issues of diversity as a result of the student diversity leadership training. This study describes the results of the diversity leadership training given by the Council to high school students, and creates an information resource that can be used by professionals.

There is also a section that documents student and liaison characteristics and history regarding membership in the Diversity 2000 Council.

The focus group questions were designed to describe with more detail the selection of the student participants and the relationship between the district liaison and the students. It was more specific to the implementation process and to the needs and motivation of the liaison. This design provided a description of the process and structure needed for successful exercise of the diversity leadership training for high school students.

The survey and focus group instruments were peer reviewed in the fall of 2002 for the purpose of establishing validity. Seventeen packages of instruments were distributed to peers and there were ten responses, a return of 59%. Suggestions by the reviewers were incorporated into the survey and focus group questions.

### Data Analysis

The analytical method used was descriptive. Schools identities were safeguarded through the use of a code. Since March 1994 the Diversity 2000 Council has been giving diversity training to high school students. The purpose of this study was to describe and evidence the impact of such training on practices in the high school. Through examples collected through the survey instrument and an adapted Likert scale, the study documents the kind of changes and the frequency of changes. The study describes the process and implementation of the diversity leadership training and forms a resource for further investigation and program development. Future research can examine the possible relationship between school characteristics and implementation strategy or actual programs. The effect of student and staff profile and socioeconomic characteristics might also be a future study. Since there is no current research regarding this kind of one-day training for high school students, the purpose of this study is to establish a knowledge base constructed upon current practice and to inspire future research regarding diversity leadership programs for high school students.

This study will affect practice because it will provide a resource base of projects, people and implementation strategies that can be made available to other high schools interested in student diversity leadership. The results of this study will add to the knowledge base because at the time of this study, there was no research available that evaluated high school student diversity leadership training. Policy may be affected as the study will also survey information regarding the kind of support needed in order to fulfill high school commitment to diversity as exemplified by

membership in the Diversity 2000 Council and participation in the high school conferences. This study describes the evidence of the phenomenon of the Diversity Leadership training given by the Diversity 2000 Council to member district high schools and will inform participants and decision makers.

## CHAPTER IV

### FINDINGS

#### Overall Analysis

The overarching research question is does the diversity leadership training given high school students through the Diversity 2000 Council result in changed practices in schools? This will be discussed at the end of Chapter IV after all the subsidiary questions are answered.

The first subsidiary question asked how the diversity leadership training resulted in changes in the schools that participated in the student diversity leadership training program for the year 2001-2002.

The participating districts were asked what projects within their classrooms, schools, and districts have resulted from the diversity leadership training and high school conferences in the 2001-2002 school year. The resulting projects were categorized into projects in curriculum, strategies, programs, projects, co-curricular programming, and special events.

In the area of curriculum, the survey responses indicated that the Social Studies department showed most change and development of the diversity theme. Particular diversity elements had been included in all social studies curricula written in the past two years reported one high school. In another, the Holocaust Curriculum had been enhanced. Another respondent informed that the high school had not previously offered a Holocaust and Genocide studies program but that is was

developed as a result of the training. One school implemented a class entitled Facing History and Ourselves. As a result of the conferences, another participating high school developed a new class on Bias Reduction and Tolerance. One respondent reported that in his/her classes there was a focus on human right issues and continued concentration on issues of bias, prejudice, and ethnocentrism. Curriculum development had enriched other social studies and theology classes as reported by another school. One district respondent started a diversity focus before and developed the theme within the Health Curriculum for freshman.

Under the category of resulting strategies schools reported an increase in diversity theme discussions, the use of diversity videos, and role-playing activities. One school promoted the value in studying the Holocaust. Another further developed the leadership strategies used at the conferences to work with others in their home district. One respondent reported promoting Conflict Mediation to prevent physical fights. Another respondent coordinated activities between several school organizations such as the Gay-Straight Alliance and the Black Awareness Council, among others, thus increasing awareness of common underlying philosophies and needs.

The category of Program development resulted in responses indicating the inclusion of all school presentations by Holocaust speakers and Michael Fowlin. Schools also developed Martin Luther King Day programs and specific diversity class discussions. Interaction between member high schools resulted as representatives from various high school clubs met to discuss issues with student representatives in another district. One school developed a peer leadership program as a result of the

diversity leadership conferences. Some respondents reported having similar training sessions throughout the year for underclassmen and also in the Middle School. They incorporated the philosophy of the high school training process into the entire district educational program. One school implemented a "Challenge Day", and students helped to organize and promote the event for the entire school. A non-public school respondent reported that students were faced with a multiplicity of socio-religious factors throughout their educational experience and these are openly discussed. Other participating high schools shared an exchange program focusing on a seminar on Human Rights – International Slavery and Sweatshop Labor. These programs resulted from the diversity conferences and the training and networking that occurs.

The category of Project Development included a reported celebration of Yomhatzmaut (Solondz, 2004) –the Israel Independence Day complete with role-playing of Israelis-Jews and Arabs, as well as a reconstruction. Another school developed a mural that depicts tolerance of one another. One respondent reported a focus on more student-generated class work on diversity themes. An annual Diversity Dinner planned and run by leaders of the Diversity Club was another project developed, as well as a Diversity quilt displayed in the foyer of the school. The creation of a Black History Month celebration began in one school and a Conflict Resolution program developed in yet another. There were multicultural quilts and testimonies by Holocaust survivors in another district. As an extra-curricular activity another school reported developing a program to bring the very diverse middle school populations together before entering high school. The day opened with the speaker diversity speaker, Michael Fowlin and continued with team building activities.

Another respondent reported celebrating world culture food days. These projects were a result of the diversity conferences.

The survey respondents also reported Co-curricular program development resulting from the diversity leadership training conferences included Holocaust planning at the Middle School level, meeting with students at other high schools, a Teen Harmony Club that dealt with diversity related issues, and Teaching Tolerance.

Schools reported developing special events including students' attendance at an art exhibit focused on Breaking Down Barriers that featured women's perspectives. After the exhibit the students developed their own work around the same theme. Schools were hosts to the diversity leadership conferences and in that way, directly introduced the impact of the Diversity 2000 Council into the district. There were Diversity Dinners, Martin Luther King Conflict Mediation – Non-Violence training, a celebration of Harmony Week, and a Human Rights Day featuring Francis Bok as guest speaker. Students participated in the diversity programs offered at Kean University and in other in-house diversity assemblies. At one school the student leaders led Anti Bullying Sessions at the district's elementary school. These special events were fruits of the diversity leadership conferences.

Table 4 shows the mean results of this survey question. In conclusion, it was found that the diversity leadership training did result in changes in the schools that participated in the 2001-2002 diversity leadership conference. In descending order, the frequency of the development of projects was found to be between frequently (4) and somewhat frequently (3) for programs, curriculum, projects, and strategy.



Table 4

*Frequency of Resulting Projects*

	<u>Development Categories</u>			
	Curriculum	Strategy	Program	Project
Mean	3.3333	3.0909	3.3636	3.2727
Std. Dev.	.9847	.9439	.9244	1.1909
N	12	11	11	11
Missing	1	2	2	2

The second subsidiary question asked if students who had been the participants in the training, assumed leadership roles in promoting these activities. Responding schools reported that students were seen to develop diversity leadership skills in high school peer leadership groups, and that these diversity leadership skills were used with elementary students. One respondent reported that the students seemed to be more empowered to take on leadership roles. Another informed that the diversity leadership skills resulting from the diversity leadership conferences were evident in the classroom, the Diversity Club, and other Peer Leadership programs. Most of the students in one school were also leaders in sports and other school activities. A respondent wrote that diversity leadership was exemplified in large gatherings and in assembly programs. In another school, the training enhanced the diversity leadership program they already had in place.

Students were reported to develop tolerance though one school reported that often the students who get the diversity leadership training were the most tolerant and they brought the awareness to others. Another school reported that students developed tolerance but tended to fall back into an established comfort zone; to

maintain the level of change required a lot of attention and work. One respondent answered that the projects the students chose to work on through the Diversity Club demonstrated a development of tolerance and leadership that in turn, impacted their fellow students. The participants showed tremendous tolerance with their peers reported another respondent. One entire school incorporated teaching tolerance throughout the curricula. Tolerance was continually worked at and the process involved many people.

Students were reported to work toward prejudice reduction as a result of the diversity leadership training by working within their intimate groups and in classes. In one school students helped organize a Mix It Up Day. This is a nationwide program to break down barriers between students based on cliques and prejudice. Students were seen to correct each other and to create true acceptance for each other.

Table 5 shows the frequency of students assuming leadership roles to be a mean of 3.9231. This shows that as a result of the diversity leadership training in 2001-2002 students who had been participants in this training fall between frequently (4) and somewhat frequently (3) in assuming leadership roles in promoting activities.

Table 5

*Frequency of Students Assuming Leadership Roles*

---

Mean	3.9231
St. Dev.	.4935
N	13
Missing	0

---

In Table 6, the survey results further show that students very frequently to frequently demonstrated the greatest skills of tolerance with a mean of 4.1538, prejudice reduction with a mean of 4.0769, frequently to somewhat frequently demonstrate skills of diversity with a mean of 3.8462 and lastly, skills of peer mediation/intervention with a mean of 3.6923.

Table 6

*Frequency of Skills Demonstrated by Students as reported by Liaisons.*

---

	Diversity	Tolerance	Prejudice Reduction	Peer Mediation/ Intervention
Mean	3.8462	4.1538	4.0769	3.6923
Std. Dev	.9871	.6887	.7596	.7511
N	13	13	13	13
Missing	0	0	0	0

---

Another subsidiary question asked what factors promoted changes in the high schools. Table 7 shows that the strongest support was forthcoming from the administration and students, with means of .9231 and the faculty, with a mean of .5358. Careful analysis showed that financial, time, and information, with means of .3846, and political support, mean .2308, as well as parental support, mean .1667, were the least supportive resources.

Table 7

*Support for Diversity Projects*


---

	<u>Mean</u>	<u>St. Dev.</u>	<u>N</u>	<u>Missing</u>
Administration	.9231	.4385	13	0
Political	.2308	.4385	13	0
Financial	.3846	.5064	13	0
Time	.3846	.5064	13	0
Student	.9231	.2774	13	0
Information	.3846	.5064	13	0
Faculty	.5385	.5189	13	0
Parents	.1667	.3892	13	0

---

The open-ended responses gave a variety of details regarding support for diversity projects. One respondent wrote that the high school peer leaders and the elementary student council members go for training as well, and their Unity Day projects received full support. Another school reported that more faculty and disciplines were involved so support had expanded beyond the realm of the liaison. Students seemed to work with anyone was yet another comment. Another wrote that administration, colleagues and students were very supportive, and there was access to a lot of information due to his/her teaching assignment. In one school the Diversity Club organized fund raisers for projects that would impact all students, and they often

received donations from the PTA. A respondent acknowledged that support existed but that time is the biggest constraint; limits on staff time hindered project inception. One respondent was an administrator and reported having promoted student involvement in diversity programs and projects but found the faculty reluctant to take time away from the standard curriculum. Support in the form of information was forthcoming from the Kean University Diversity Council and from the Holocaust survivors. Another district reported that the project was well respected by their district and this took years to establish.

The next subsidiary question asked what factors impeded changes in the high schools. In Table 8 the overall survey responses indicated that the factors that most impeded changes in the high schools were time and also financial constraints. There was evidence of some faculty obstruction (.4167) but less than constructive support (.5385) as shown in Table 4. Administration and political obstacles were very slight. Neither parents, nor students, nor lack of information, were found to be obstacles.

Table 8

*Frequency of Obstacles for Diversity Projects*


---

	<u>Mean</u>	<u>St. Dev.</u>	<u>N</u>	<u>Missing</u>
Administration	.1538	.3755	13	0
Political	.1538	.3755	13	0
Financial	.6154	.5064	13	0
Time	.7692	.4385	13	0
Student	-----	.2774	13	0
Information	-----	.2744	13	0
Faculty	.4167	.5189	13	0
Parents	.1667	.0000	13	0
Other	-----	.2774	13	0

---

The open-ended responses detailing obstacles for diversity projects included one respondent reporting that time seemed to be a problem. Specifically time was not always available for staff and therefore staff was often reluctant to take time away from curriculum content. One liaison felt a handful of staff members worked to promote projects, the ones students could do on their own, however, projects that needed administrative support were “never” (respondent’s word choice) carried through. Another wrote that students participated in sports and clubs, and their time was full. Student motivation to complete projects conflicted with the time they had available to dedicate to projects. Another respondent wrote that obstacles included

scheduling conflicts such as block scheduling that required inconveniencing teachers. Another respondent felt the theme was given lip service but little commitment on the district's part; that hidden agendas obscured the discussion of diversity issues. The financial situation in some districts and the "R.I.F.ing" of staff was reported as causing faculty members to avoid sensitive issues. The lack of diversity in a one district contributed to a lack of a sense of urgency to deal with diversity. The Administration was reported to be more interested in impressive, one time events, such as speakers: actual change in the way things were done was not addressed. One respondent felt that not all faculty members believed this was important to fit into their curriculum. Another respondent felt that building level administration created obstacles to diversity so staff view initiatives as unimportant or irrelevant.

Past responses to diversity as a result of the student diversity leadership training were the subject of another subsidiary question and were reported in categories of curriculum, strategies, programs, projects, and co-curricular programming. Curriculum responses included enhancement of the Holocaust curriculum and the introduction of gender issues into curricula. The Facing History curriculum in one school was an outgrowth of the training. Further collaboration between Diversity Club members and members from similar clubs developed at another high school. In another, diversity issues became cross-curricular as they were introduced into the Education class or into Theology/Social Studies. One school spoke to all ninth grade classes about Conflict Mediation.

As for strategies, there was an increase in role-playing in class, and more intervention, as well as the introduction of more outside presenters. One school had as its mission to teach the value of every human being.

Programs that developed have been presentations by Holocaust speakers, the inclusion of discussion of alternate religions, an after school Martin Luther King club, recruitment of sponsors for school based diversity programs, and the continued study of Jewish-Christian relations.

One school developed a Unity Day project for Faculty and staff, and another similar program designed specifically for students.

Co-curricular programming included cross discipline Holocaust planning, the development of a Diversity Club which included meeting with students from another public high school, the inclusion of a large number of teachers in Diversity 2000 workshops, and exchange programs between local high schools.

Resources found to be useful when implementing diversity projects included speakers and input from other Diversity 2000 members regarding their projects, and teaching models and strategies. The Tolerance magazine published by the Southern Poverty Law Center, in Montgomery, Alabama, and the Anti Defamation League were listed as good sources. The Diversity 2000 workshops were considered useful as well as the resource center at Kean University. Facing History and Ourselves from New York was another reported resource. Word of mouth via networking with other participants was listed as a good resource as well as the internet. Students from other high schools, staff at Kean University and Diversity 2000 Council Resources, the



Holocaust teaching guide, the high school diversity leadership training, S.E.E.D. materials, and New Jersey Peer to Peer Materials were also cited as useful resources.

All of the respondents further reported receiving 61.5% of their help from students, 46.2% from teachers, 38.5% from Administrators, 7.7% from the Board, and 7.7% from Others.

Specifically, one district said it used a collaborative effort; the principal encouraged, the teacher arranged and organized, the other teachers assisted and recognized the need for diversity projects. Another department chair was supportive with getting the bus and the money necessary to remain on the Council. In one school all of the different parties helped to bring projects to fruition. They also received grants from the Education Foundation. As administrators provided funds for busing and lectures, students help organized. One school enjoyed site-based programs supported by students and teachers. Students ran the Diversity Club in another district and teacher friends helped with big projects or by chaperoning events. One respondent wrote that the administration helped with big, popular events. Another respondent reported that students and the co-advisor got most of the programming and projects done. One school informed that a small cadre of teachers completed curricula work. Communication and public relations from Kean University helped bring support for projects. Yet another teacher reported being very fortunate – through years of hard work the home district now realized the importance of diversity work.

### *Sample Subset of School Districts*

After studying all the survey responses a sample subset of the participating school districts was selected. A comparison was made of the results of two schools with the most positive survey responses and two schools with the least positive responses to try to understand what factors made for the difference. These schools were districts A and D with low responses, and districts C and F with high responses (see Table 9). The religious schools were not used for this sample subset because school demographics as reported by the NJ Department of Education were not available for these schools. Their responses have been reported in the other parts of this document. The four schools are profiled and a discussion of the similarities complements the overall survey results.

Table 9

### *Sample Subset School District Demographics (2001-2002)*

---

	A	D	C	F
Positive Responses	least	next least	more	most
District Factor Grouping	I	GH	GH	I
• % total district enrollment by ethnic group				
White	41.2%	47.31%	58.66%	84.05%
Black	51.5%	19.87%	12.08%	2.44%
Hispanic	3.82%	14.06%	18.24%	4.56%
Asian	3.4%	18.87%	10.9%	8.89%
Native American	0.14%	00.0%	0.13%	0.06%

	A	D	C	F
Total Enrollment	6391.5	5181.5	4554.0	5252.0
Total Minority	58.8%	52.69%	41.4%	15.95%
Positive Responses	least	next least	more	most
• % SES factors				
Chapter 1	7.17%	05.79%	4.66%	2.59%
Free Lunch	11.39%	13.22%	11.77%	1.24%
Reduced Lunch	5.44%	5.21%	4.19%	0.86%
• % certificated staff in district				
White	82.7%	95.8%	90.6%	97.6%
Black	13.7%	02.2%	6.2%	0.9%
Hispanic	02.8%	1.8%	3.2%	0.9%
Asian	00.7%	00.2%	0.0%	0.7%
Native American	00.0%	00.0%	0.0%	0.0%
Minority Certificated Staff	17.3%	4.2%	9.4%	2.4%
• HS Profile data				
Total enrollment				
Including special ed	1875.5	1478	1211	1423
English speaking pop	79%	97%	67%	91%
Other languages	+7	3	+7	+5
Student attendance	94.9%	93.6%	92.6%	94.8%
Dropout rate	1.8%	0.8%	3.8%	0.4%
Student suspensions	22.8%	42.6%	2.6%	3.4%
Student expulsions	0.0%	0.0%	0.0%	0.0%
Student:faculty	12.2:1	12.0:1	11.1:1	
11.6:1				
Faculty attendance	96.8%	96.8%	96.4%	96.9%
Students at/above Passing HSPA	81.5%	75.1%	64.2%	88.9%

	A	D	C	F
Students taking SAT tests	85.0%	83.0%	78.0%	96%
Students taking AP tests	17.7%	21.9%	11.8%	32.5%
Graduates attending 4 yr college	72.0%	59.0%	46.0%	78.0%
Other post HS edu	20.0%	31.0%	42.0%	17.0%
Military post grad	1.0%	2.0%	0.0%	1.0%
Employed post grad	4.0%	4.0%	4.0%	1.0%
Unemployed post grad	1.0%	0.0%	0.0%	1.0%

---

*Note.* (New Jersey Department of Education, 2002).

Of all the demographic data, the only values that followed in the same order of ascension from least positive responses to most positive responses were the percentages of total minority enrollment, and the Socio-Economic factors of Chapter I and Reduced Lunch. According to the New Jersey Department of Education website demographics referenced in Table 9, the total minority enrollment for 2001-2002 in District A was 58.9%, in District D it was 52.69%, in District C it was 41.4%, and in District F it was 15.95%. More positive responses were found in the sample subset school with the least percentage of minority enrolment. In the sample subset the percentage of Chapter I from Table 9 for District A was 7.17%, District D reported 5.79%, District C reported 4.66%, and District F reported 2.59%. More positive responses were found in the sample subset school with the least reported Chapter I percentage. In a similar pattern the reduced lunch percentage for District A was 5.44%, for District D it was 5.21%, for District C it was 4.19% and for District F it

was 0.86%. The most positive responses to the survey were found in the district reporting the least reduced lunch percentage. Therefore, the total percentage of Chapter I and Reduced lunch socio-economic factors, and the percentage of ethnic minority students, were found to be the least in the sample subset district school with the most positive overall responses to the survey and were found to be greater in the sample subset district school with the least positive overall responses to the survey.

Referencing Table 9 regarding the sample subset school with the most favorable responses, District F, and comparing it with the sample subset school with the least favorable responses, District A, showed that the percentage of minority staff in District F was 2.4% while in District A it was 17.3%. The least favorable responses were reported by the sample subset school district with the greatest percentage of minority staff.

The NJDOE high school profile data in Table 9 showed the total enrollment including special education students in District A was 1875.5 and in District F it was 1423. The enrollment in District A was approximately 25% larger than that of District F. The English speaking population was represented by 79% in District A and by 91% in District F, however District F reported five languages other than English spoken, while District A reported more than seven languages other than English spoken. The percentage of English speakers was less and the variety of languages was greater in the school with the least favorable survey responses. The least favorable survey responses were from the most diverse of the sample subset schools.

Student attendance rate as shown in Table 9 for District A was 94.9% and for District F it was 94.8; virtually the same. Faculty attendance, 96.9% at District A and 96.9% at District F were virtually the same also. Attendance rates did not appear to be factors that influenced the survey responses.

Student drop out percentages from Table 9, of 1.8% for District A and .4 for District F as well as student suspensions from Table 9, 22.8% for District A and 3.4% for District F shows that the sample subset schools with the least favorable responses did have the greater student dropout and suspension percentages. None of the sample subset schools reported incidences of expulsion.

The influence of these rates seemed to be confirmed by academic standings listed on Table 9, for the lowest and highest sample subset districts. Regarding HSPA scores the percentage of students at or above the passing grade for District A was 81.5 % and for District F 88.9%. These were higher for the sample subset school with the most favorable responses. As were the percentage of students taking the SAT tests; District A reported 85% and District F 96%. An even greater difference was observed in the percentage of students taking the AP tests. District A reported 17.7% and District F reported 32.5%. It appeared that District F, the sample subset school with the most favorable responses, had a higher percentage of student participation in these academic categories. This was also the case for the percentage of students attending a four-year college; Table 9 shows that District A reported 72% while District F reported 78%. The school with the most favorable survey responses had the greatest percentage of students attending a four-year college. The same comparison existed regarding other post high school education institutions. District A

reported 20% attendance and District F reported 17%. More students in District F pursued other post high school education. However, it was interesting to note that sample subset District A was not the least in academic categories, in fact, of the four sample subset schools, District A rated second in academic standings and in post high school educational pursuits.

The two districts were equal in percentage of military and student unemployed post graduation; they both reported 1%. However there was a greater percentage of students employed post graduation in District A, 4%, than in District F, 1%.

In conclusion it appears that District A, the sample subset with the least favorable survey responses, was larger than District F, was more diverse in student body and minority certificated staff, had greater drop out and student suspension rates, and had less students scoring at or above the HSPA passing score, and participating in SAT and AP testing experiences. In District A, fewer students attended a four-year college, and more attended other post graduate educational institutions or were employed. District F, the sample subset school with the most favorable survey responses, was approximately 25% smaller than District A, was less diverse in student body and minority certificated staff, had smaller drop out and student suspension rates, and had more students scoring at or above the HSPA passing score, and participating in SAT and AP testing experiences. In District F more students attended a four-year post graduation college and less pursued other post high school educational opportunities.

### *Discussion of the Survey Responses for the Sample Subset Schools*

An analysis of the responses to the surveys of the sample subset schools regarding the projects resulting from diversity leadership training and high school conferences in the 2001-2002 school year, showed a mean for curriculum development and strategy development of three which represents somewhat frequent development. Regarding program and project development the mean was 3.25 which tends toward the frequently category but is closer to somewhat frequently (see Table 10).

Table 10

#### *Project Development of Sample Subset Schools*

	<u>Curriculum Development</u>	<u>Strategy Development</u>	<u>Program Development</u>	<u>Project Development</u>
Mean	3.0000	3.0000	3.2500	3.2500
St.Dev	0.8165	1.0000	1.2583	1.2583
N	4	3	4	3

Sample subset school A, developed curriculum projects somewhat frequently while strategies, programs, and projects were seldom developed. Sample subset school D developed all of these somewhat frequently. Sample subset school C seldom developed curriculum projects and developed strategies frequently and programs and projects somewhat frequently. Sample subset school F frequently developed curriculum projects, and very frequently developed programs and projects. The sample subset schools with the least favorable survey responses, developed fewer resulting projects than the sample subset schools with more favorable responses.



All four schools responded that students who had been participants in the training frequently assumed leadership roles in diversity activities. Diversity leadership skills were developed somewhat frequently in schools A and D, while schools F and C very frequently developed skills of diversity, tolerance and prejudice reduction, and frequently developed peer mediation/intervention skills. While all of the sample subset school reported that students assumed leadership roles, the frequency of these was greater in the schools with more positive responses.

Action plans were seldom developed in school A, were somewhat frequently developed in schools D and C, and were frequently developed in school F. In order from least to most, the schools with the least positive responses, developed action plans less frequently than the schools with more positive responses.

In schools A, C, and F student reactions were enthusiastic while school D reported student reactions to be reflective.

Students were seldom involved in this kind of activity without diversity leadership training in school C, were somewhat frequently involved in schools A and D, and were frequently involved in school F.

The years in education for the responding teachers was more than twelve for schools A, D, and F, and 9-12 years for school C. They were all experienced teachers. Teachers' responses to the training were enthusiastic for schools A and F, the two extreme sample subset schools, and reflective for schools D and C.

Teacher membership in the diversity council was more than twelve years for school D, 9-12 years for schools C and F, and 7-9 years for school A. School A had the least positive survey responses and the least years of teacher membership in the

diversity council. District membership for schools A and D was more than twelve years, and 1-3 years for schools C and F, the more favorably responding districts. This might be due to a high professional mobility rate.

All of the subset schools reported no political, information, faculty or parent support. All reported student support. Obstacles did not include neither students nor parents for any of the sample subset schools. The greatest source of support for all of the sample subset schools, were the students themselves.

The teachers of the sample subset reported to be 80% Caucasian and 20% Hispanic, and 60% female and 40% male. They also reported to be 25% in a teaching position and 75% in an administrative position. The teachers responded that 25% had a teaching relationship with the students, 25% were mentors, and 50% had another kind of professional relationship with the students.

The similarities found in the survey responses between the four schools were curriculum development projects, the demonstration of student diversity leadership skills, the tendency to not bring seniors, the 7-12+ years of experience of the teachers, student support, no obstacles from students nor parents, student and teacher favorable reactions to the conferences, and lack of diversity among the accompanying staff. There was no evidence of consistently diverse student participant groups. The sample subset school with the most favorable responses brought 75% Caucasian students, 12.5% Asian, and 12.5% Hispanic students. Females represented 87.5% of the group with males representing 12.5% of the group. The sample subset school with the least favorable responses brought a group of 40% African American and 40% Caucasian students, 13% Hispanic students, and

7% Asian students. The gender representation of this group was 50% male and 50% female. It seemed that the most favorable responses came from a less diverse school with more female participants. The least favorable responses came from a more diverse school with equal gender representation.

### *Focus Group Responses*

The Focus Group questions were designed to obtain more specific information regarding the process and results of participation. Of the eleven schools that responded to the surveys, four participated in the Focus Group representing 36% of the respondents. Their responses to the Focus Group questions are reported below.

Students were chosen to participate in the Diversity 2000 leadership training and leadership conferences in different ways. High school F had a Diversity Club that they called Teen Harmony. Students that came to the Diversity 2000 conferences were students in that club. First High school F tried to train their Teen Harmony Club Executive Committee. If, however, they were upper classmen, then they looked for other club members who seemed promising and who might wind up becoming leaders of the club. This was a luxury that High school F enjoyed. Club participation was volunteer, and, in some ways, students were sought out by the advisor and the respondent. They looked for students who showed promise in terms of leadership qualities and capabilities. The club met bi-weekly, after school. High school F did not check discipline nor academic records because this was all about their philosophy of who and what they were as an organization, and the philosophy of what they did and why. A student who might have an attendance problem and who might be doing

something not well in other places, might do well in this area so they were allowed to participate and flourish. Performance in other school areas was not a concern.

High school G did the selection process differently. They had a tremendously diverse environment. The students had worked in the Diversity 2000 Council with the respondent from grade 9 through 12. They also worked through the World Language department, through the organizational clubs of French, Portuguese, and Latin. High school G also used students that were peer leaders who participated in the peer counseling program for seniors. This was the kind of student the respondent recruited. Participation was open to all students, however, High school G had a strict academic requirement. If a student was on academic probation they could not participate in any school activity. Every month staff received a list of those students on probation so those who did choose to participate were doing well academically and in discipline. High school G respondent looked for students who would become tremendous role models, especially juniors and seniors who would role model for incoming freshman and sophomores. The high school G respondent felt students were so in-tune to technology, software, computers, and cars that they forgot about the simple things. Seniors at high school G emulated the kind of philosophy that looked at culture and getting along with each other. Thinking in terms of diversity, this was diversity of culture, the human face, the human being, according to respondent G. What each person could bring to the group. The respondent thought this was why they were so successful in high school G, and because of the respondent's role with Kean University. The school received so much from Kean University, and the principal was so helpful. The respondent started working in

August so they could get a good start in the fall when the new students began. High school G respondent wished the program in G district could work under the philosophy of high school F; to be able to look at the student because of what they could offer to the program and not have to exclude those who were academically challenged, but the school philosophy did not allow it. Unfortunately, a lot of students could not often participate but they still taught them the leadership skills. What they really did was show the students acceptance and tolerance. High school G was a very diverse high school. It was not an elite, private, religious school with only the cream-of-the-crop student, they had the average student who really worked.

High school E also used peer leaders. The problem they were experiencing now was that peer leaders used to meet during homeroom but homeroom period had been abolished so they met after school. It was not as cohesive a group.

Respondent B did personally choose the student participants. The respondent looked in the student council for a student with great leadership skills. Academic achievement was not a consideration, and in fact, participation in Diversity 2000 provided an incentive for involvement. This student leader dealt with student problems in their high school. From 10th grade onward, the teachers and head of the Social Studies Dept in high school B selected the students. They looked in the Facing History and Ourselves Course and made the selection there.

Contact with the students then depended upon the role of the respondent. These respondents knew the students from classes or clubs or student councils. Respondent G said that participation motivated them, especially the child that seemed introverted. The students wrote and told the respondent. Students who have

graduated have written about how they were able to accept other students and how they observed that others couldn't deal with it. These students knew how much they learned from the diversity program at Kean. Respondent F agreed, and said participation also acted as a catalyst for those students who needed to create something for their achievement, and find a reason to exist in a high school environment.

A follow-up activity at high school B was a mural. *The Facing History and Ourselves* class met during lunch time and used this time for the mural. A mural about how students saw themselves was a hook in terms of some of the students who would stay back and not get involved. This was a diversity project that helped students participate and really open up.

High school E found that their projects really helped students learn to keep a dialogue with other students. The high school was 65% Hispanic/African American and other minorities and the students needed to get along. There was no class that was all Caucasians but this was conducive to dialogue with people with whom the students would not ordinarily dialogue. The respondent said that people in the town who did not want to deal with people of color had left so the student council was more open than it was 8-10 years ago. The students were much more open than their parents. Even the district E golf team was diverse, which the respondent says was unusual. Usually the golf and tennis teams were not diverse.

Contact with students was going on all year in high school G. Something was done every week. High school G had a tremendous assembly program which dealt with diversity. The language department initiated multicultural food days, costume

days, little plays about culture and violent scenes where kids learned about date rape. These were going on continually. After meeting at the Diversity 2000 workshop, the students met with the principal and the principal was very sensitive to diversity. For example, the high school had a 100% Caucasian faculty so they actively recruited minority teachers and hired two African American teachers. The principal was very responsive and permitted the students to do anything with diversity. It was easier in district high school G because just one person made all the decisions. Students were very involved during the school year and also during the summer months. They built houses in Appalachia with Jimmy Carter. These were Latino students who had never left (their home town) and now they were in Appalachia building houses! The school also had a club day every Friday from 12:30-2:30 pm.

Regarding pre-activities, high school B respondent connected with the students in the Facing History class personally. Sometimes it was hard to coordinate when staff was in separate buildings. They didn't always know the students in the other buildings. There might be a need for afternoon clubs that focus on diversity.

High school respondent E started delegating attendance at meetings so the attendees would return with fresh ideas rather than having to continually suggest ideas to them. The district needed to coordinate the dissemination of information. Diversity 2000 had also provided a lot regarding the Holocaust; Clara Kramer (survivor) had become the best friend of the district Middle School. The district incorporated many Holocaust programs from Diversity 2000.

Contact with students was also on going in high school F. The executive club leaders acted as turnkey leaders to train other club members. They met with students

before the diversity conferences to go over the packet for the conference. Their experience showed that the quality of the conference depended upon the skill of the student leaders, so they went over the packet before attending as leaders. At the end of the conference they designed an action plan for the following year. High school F had an exchange with another public high school. Jay Sommer was the guest speaker and they met with the student group and did an activity on the similarities and differences between the two conferences. The other public high school had a speaker on gay, lesbian, and transgender issues who spoke to the students teaching them to be tolerant of these people and to embrace them. Harmony week at the school focused on the celebration of differences. There were quilt making activities, club meetings in a debate format, thought talks where students came in and talked about a particular issues. They did racial profiling, for example, after the Diversity 2000 theme. After the September 11<sup>th</sup> debacle, district F brought students together to discuss discrimination against the Muslim community and how they could do things about that in their own community. They designed their activities depending upon what was going on outside of the school and community. The activities at high school F were on-going as in high school G.

Diversity 2000 and Kean facilitated being open and informed according to respondent G. The Holocaust speakers - Clara Kramer - was like a grandmother to the students in high school G, and Gladys Helfgott ...phenomenal women. High school G had a whole program on senior citizens coming to the school to enjoy country western dances with the students. One teacher taught line dancing. The school was very sensitive to the golden years and also to challenged students.



Neighboring high schools had their mentally challenged student programs. The district G students were very sensitive because of all they saw in the school. The students knew it was not only that you could read and write, but who you were as a person that mattered. Not only what you could accomplish, but who you were. They taught students to look at the whole picture (development), not just a good math or history student. District G focused on what the student could offer to the community. They wanted the students to return, to return to teach. Kean University was a tremendous asset to the whole program.

In district B many of the teachers went to the Diversity 2000 program for teacher development and it was very good for them. The leaders at the conference were great.

High school G had incorporated diversity into the curriculum through sociology, religion, in their Muslim/Islamic/Judaic studies. Sensitive issues were discussed in the curriculum particularly after 9/11. The students learned about the Torah, about Islamic books, and guest speakers, such as rabbis, priests, and ministers were brought in. The students were not all of one religious belief, they were of every race and religion.

The District B respondent believed diversity was incorporated within the curriculum also but that it took a while to incorporate. The students who participated in after school programs needed to have more of a commitment. Students saw this as having a voice, as power. They enjoyed the leadership, not the notoriety, but that people looked up to the student for good things.

Commitment on the part of the respondent F involved a tremendous part of time. The respondent said that clearly it was a labor of love for both of the home school respondents. As a supervisor and teacher the respondent did projects in the classroom. Lots of hours were spent on follow-up activities; dealing with students in need. When there existed a highly functioning organization, students would become aware of things that they had not recognized before. This required discussion along with the learning process. It took a tremendous amount of time for the respondent and the students to work through those ideas. Some students in high school F said Teen Harmony was the only reason why they came to school, it was the only thing they cared about, the rest of didn't matter to them. Students became engaged and involved, they became passionate. The passion went both ways. The students' passion fed the advisor, and the advisor's passion fed the students. The respondent believed the students appreciated that the teachers listened and gently nudged, but basically the students did what they felt they had to do in district F.

Respondent B reported that a newly involved student said she wished she had been involved before. For many students, participation was their hook into school. It was a great experience to have this happen to the students.

Benefits from the conferences filled high school G as students returned with beaming faces. The respondent asked if the group remembered the Muslim girl holding hands? The debriefing of the conferences was very intense. The respondent and the students met right after the conference and the differences were extraordinary.

Students in E district found that it took much more time than they had thought. Missing class, making up assignments, for some it was much more than they

had anticipated. The very idea of planning for days off and conferences was quite a responsibility for staff. The system worked better with a peer leader homeroom. Currently high school E was on a staggered split section and students were dismissed at 12:30 pm. Keeping students after 12:30 pm for activities was very difficult.

Time commitment became very difficult when high school B was working on the mural, 12:30 pm came and the students expected to go. This kind of activity attracted students who are normally not part of the traditional clubs.

District F confirmed that the work done was a haven for African American, Asian, Latino, and other students who might not be involved in a lot of other parts of the community. These students developed leadership skills in this area.

District B thought that having the conference in April left no time for projects for that same year. The suggestion was to have the conference earlier and then there would be time for projects at the end of the year instead of having to wait until the following school year. This respondent usually set up an action plan in September at the first club executive meeting. District B did not wait for the fall conference to start planning. The conference caused them to refocus and to come away with an action plan that is not was broad based as the earlier one.

District G started in September also, as does district F. The conference guided the work done in district F. District E had a plan, but not a long range plan.

District B followed through by trying to involve more students through activities that promoted the appreciation of different ethnic groups. They held a dinner with parents, the mural project, as well as ongoing classroom work and discussions.

The leadership conference guided the work and also the curriculum was such an asset according to district G. The language and social studies departments held a language week, and complemented the studies of languages, culture, and diversity. District G's biggest focus was sensitivity for others; people with handicaps, students who were ostracized. District G had no tolerance for intolerance and was very sensitive to it. It was one of the district's on-going action plans.

Issues at district E were not so much race-related or even disability related as they were sexually related. There was the least tolerance for someone thought to be gay than for anyone else. The information from district F about the speaker was very interesting to district E, and the respondent acknowledged that more work was needed in this area in school and in society. Students were very vulnerable; openly gay students suffered a great deal.

District G commented that there was an incident right in the classroom. A young girl openly let her classmates know her sexuality and every student hugged her, kissed her. It did not get expressed all over the school. The student went to the respondent and gave the respondent a hug and thanked the respondent for making this possible. The change in students was immediate.

In district E some of the staff got together to bring counselors for these children. The biggest fear they had is that the homosexual students will be taken advantage of or will not know how to function.

District G concurred and added that unfortunately there were some teachers who needed to be educated and sensitized too, some teachers did not know how to respond well to these students.

According to District respondent F, homosexuality was the last frontier. Even in the presence of people who consider themselves to be open minded, the expression “faggot”, or “that is so gay” was heard being used freely. Teacher training was also needed.

In district G the Goth look, evidenced on dress down day, caused students to be ostracized as they walked into school. Teachers felt it also.

Students of color could often find a teacher as a role model, even if there were not enough, but teachers still could announce their sexuality according to the respondent from district E.

The respondent from district F disagreed. Teachers could announce it but they were not provided the opportunity. Gay/lesbian/transgender, the statistics reported there were 2 out of 20 students in a classroom. We did not provide models for gays/lesbians. No place for “me”, “how do I fit?” The teacher might not be sensitive. It was very tough. It was the last frontier. Professionals in education overcame other problems of racism and sexism but not the particular issue of sexuality according to respondent F.

Regarding implementation, District respondent F said they map out the year, every step of the way. If a crisis existed within the school or the larger community, then they dealt with that issue.

Respondent B said that should happen in their high school, but more collaboration was needed.

The experience of two different vantage points is offered by respondent F. The most important part of the conference was not the action plans, not the training,

nor the retraining, it was seeing the students from other schools with other experiences. High school students were very insular, seeing the world through their own communities. When they got out they saw students who were different, from different socio-economic backgrounds, different vantage points and they vocalized what had happened. This was where the growth was for the students who attended.

The respondent from district G concurred. The experience at the diversity conferences was what prepared students for graduation and began sharing their college room with a student from another background. There were so many elite high schools in the program and the inner city students saw the elite differently before meeting them. After a conference, they realized they were not so different. The respondent G reported that students were amazed at how they were viewed differently because they attended a different, private school. During the training and afterwards, the students returned very enthusiastically. The statement by district F was correct, (the conferences were about) students liking other students, sharing their culture and backgrounds.

According to the respondent from district E the interacting was the most important part. It was also important to see what their own high school students did with the elementary students. The students become role models. It was very moving.

District F also had the high school students do training at the elementary level. They reflected upon their experiences as leaders.

District respondent E added that they had used the LEAP, the GEM, and all of the other programs. Some of the peer leaders became very active in this kind of program.

District B students seemed very excited after contact at the conferences when they discussed the common points that they shared or realized that perhaps other schools were not as financially secure. Issues at one school might not be issues at their school.

Many great ideas came from the other schools according to respondent G. For example a (nearby) high school was in the paper for having done a mural. It was a predominately Caucasian community, however, the students at the conference were a mixture of ethnicities.

Respondent B observed the development of leadership traits, more leadership skills, and that students were excited about learning these.

Students demonstrated leadership, they came back after college and talked to respondent G. They matured into better citizens.

Respondent B continued that the skills were seen on a day-to-day level. The students were more sensitive to marginalized students and to students of other ethnic groups. The training was wonderful.

Schools were devoid of the experience of students' talk, talk that is not academic, according to respondent F. In a classroom teachers were constantly teaching "stuff". Rarely was there a timeout to have a conversation about "this" or "that". Staff had to let students talk and keep out of it. If one let students lead and they talked about things that were important to them. It was a commentary on educators. Educators need to build into the day and calendar time for this kind of talk to go on. Deborah Meier of the Coalition of Essential Schools said students need to

talk to each other. Schools need to be places to share academic ideas and have interpersonal relationships.

Respondent G questioned why there was such a phobia about this kind of talk. The principal jumped and said "don't make waves". The students just wanted to talk!

At the high school, there was an Issues Club that students led after school for this kind of talk, reported respondent B. Administrators feared what students would talk about, scoring drugs, romanticizing gangs, however they heard what the students really cared about.

Two respondents joined in together, E and F, to talk about the Governor's School on Public Issues. It was very selective, 1-2 students per school. Sometimes the theme focused on diversity but it was only for the high achieving students, not for the rank and file. Teachers wanted to be able to send more students to the Governor's School.

District F continued to say that there was no administrative leader, no champion. Educational leaders were plant managers, not leaders. There were a couple of grass roots teachers in every school. A couple, not too many, get something going, something bubbled under the surface. Often they had to fight through the authority that got in the way. So you went through the cracks to get what was done, done, because you thought it was right. This could be attributed to individuals, not necessarily to school districts. The district often paid the fee to be a member of the Diversity Council, (but) who was involved and engaged goes back to the people. This respondent had been in three different districts, had created the program in the three districts with little or no support in any one of those districts for what was done.



It was a passion. It had to happen. The respondent felt the need as an educator, so it was done.

Respondent G concurred. Reference was made to the people involved in Diversity 2000, otherwise it would not be done. It was more than dedication: it was a passion. The community was so against what was going on and were only there by name, not truly active. The hierarchy of the administration caused us to get labeled; we wanted to make changes. A man from another nearby high school was fired because he wanted to make a difference. A first year teacher fired. The principal didn't want to ruffle feathers. They said the students needed to have a say in what they were going to do. Why couldn't two students recommend themselves to be on the administrative council?

In district E the administrators decided that diversity was your job because of what you did. The respondent was the English/Social Studies supervisor so diversity was part of that. The bilingual colleague and the special education had diverse populations so they had to do diversity also. Where the administration put time and money was in conflict resolution. Fifteen years ago this district started a conflict resolution class, it wasn't called that then, but the administration put a lot of money into it.

Respondent B thought that the people who were passionate and interested were those that were involved, however unfortunate this was. Respondent B remembered a faculty meeting and impassioned people discussing diversity with others who didn't want to think about it.

If students were never taught in a classroom without a person of color, was that the way life would be for them questioned respondent G? Students needed the permission of the adults to be fulfilled adults.

Respondent E added the other perspective as an administrator and felt it should come from teachers. The job of the supervisor was to get the form, the bus, close down school for diversity. It was much more exciting to see teachers who were excited and committed. This district had an incredible teacher who knew how to get other teachers involved and now they have three generations of teachers. It was much more exciting to see teachers who made it work.

As an administrator, replied respondent G, you were supporting their efforts, but all too often teachers who were doing this were not supported. This person did not take no for an answer, that was how s/he was! So s/he moved along the cracks, gets a "no" to one idea, so tried another, but it was not fun to work in a place like that. All the administration said is yes, yes, we have to be tolerant...but they didn't put students on the board! They wanted to teach them to be good citizens, but did not want to hear their voices! Yes to discussion, but no to action! (Author's note: Exclamations are respondents'). It depended upon the courage of the teachers who figured out other ways to get things done.

In district E, a teacher, a wonderful teacher wanted to do an AIDS day. The teacher went to people she knew were supportive, planned the day and went to the school with a total plan. The administration agreed. All the work was done. It was the first major diversity day to come out of Diversity 2000 for this school. The teachers were interested; they did all the initial planning, and presented the plan while

asking for the day, room, and some funding! It all worked. Never had anyone in a school system worked as well as that teacher did.

It was the passion, added respondent G.

Absolutely, agreed respondent E. The teacher found other teachers who had the passion. She did not ask to form a committee!! (Author's note: The exclamation is respondent's.)

Respondent B observed changes in the culture of the school or in how many students were being more sensitive or appreciative of these differences. Progress was slow but it happened. Small student focus groups caused change to happen.

Change was seen every day according to respondent G. There was an activity this respondent did in his high school; the students walked all day with a blindfold. They had to get to know people by their voice and actions. Once the blindfold was removed, they saw each other in a whole different light. This was modeled after the movie MASK with Cher. The students in district G high school really modeled acceptance. The respondent was so proud of what Diversity 2000 had done for the school.

Respondent E was more concerned with the success question because to see success in education was hard. There were small victories, small steps, students open up. Participating in a council as in district F where they assumed a leadership role they have never assumed before was a very real first step for some students. The respondent enjoyed watching the students translate what they learned at the conferences into action. There was an incident at high school F when two students were about to fight and a peer leader stepped up to them and ended it quickly. With

the emphasis on Diversity, other groups mushroomed such as the African American dance club, the Latino dance club. These have come about because of the increased discussion on diversity. One of the first activities was a day for the staff. This could not be done unless the staff was tolerant and aware. Every adult worker was involved in the training; custodians, van drivers, instructional aides. Some people did not even know the custodians' names. Some of those people who had never taken a role with the students began participate. It was a big success and should be done every year.

A custodian in school B was a Viet Nam vet and one of the projects for the U.S. History II class was to interview someone. It was suggested that they interview the custodian who had been in special operations. They look at him in a whole new light now. It was about respect.

Young people were fascinated with people's stories according to respondent G. The respondent was a Viet Nam vet also and gave a whole course and slide presentation. The respondent was also honored by president Johnson as a humanitarian and the work of this person was displayed at the Vietnam memorial at Holmdel, New Jersey.

Respondent F explained that the way to get this into the community was to use the jargon. For example, Gardener's interpersonal skills; there was a lot of information out there in terms of academic objectives. There are ways to accomplish what needs to be done in spite of administrative concerns.

### Conclusion

Data collected in this study evidenced that the diversity leadership training given high school students through the Diversity 2000 Leadership Council did result

in changed practices in schools. Students assumed leadership roles insomuch as the students and the respondent were supported by the home school community. The extent of their leadership development depended upon the support the respondent received.

Based on the collected data, the diversity leadership training can be strengthened by providing more support for the respondents responsible for the district commitment to the Diversity 2000 Council. The study evidenced 61.5% of the support received by the respondent was from students, 46.2% from teachers, 38.5% from administrators, and 7.7% from the Board and others. The study suggests that Diversity Leadership should receive more support from the Administration and Board. Support for projects was reported to be from students. A respondent reported that students will work with anyone on these projects but time limits hinder inception. One particular respondent felt that “the theme was given lip service but (...) very little commitment on anyone’s part – (...) there were hidden agendas when these issues came up which were difficult to overcome.”

The remaining subsidiary question asked if the action plan projects developed during the training are implemented. The results of the survey indicate that the action plans were implemented between frequently and somewhat frequently as seen in Table 11.

Table 11

*Frequency of Action Plan Development*


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Mean	3.2308
Std. Dev	.8321
N	13
Missing	0

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The responses regarding support may indicate that if the action plans address areas that receive support in the high school then there is implementation. Diversity 2000 has also addressed this in the past by offering high school leadership conferences entitled "Identifying Agents of Change". Further study is needed to determine the nuances of the implementation process.

The 64% of the respondents reported an enthusiastic response to the training, and 69% of the respondents had more than twelve years of experience in education. They contributed the expertise and wisdom of their years of experience along with their dedication to the diversity issue. There was no evidence of the need for pre-tenure strategic participation, nor have these teachers stagnated as evidenced by their commitment to the conferences and students. The respondents reported that 38% have been members of the Diversity 2000 Council for 4-6 years and 35.71% of the districts have been members for 7-9 years. There was continuity considering professional mobility and turnover rates. Analysis showed that 38.46% of the teachers had been bringing students to the training for 4-6 years. This was interpreted as an investment in time and funding; teachers' time away from class, and also in lesson planning and follow up projects, and the districts' funding substitutes and transportation for students. This was investment, and commitment on the teacher's part and also on the

part of the administration. The breakdown in transference of experience appeared to happen upon return to the home district. Solid support from several sources was needed for follow-up activities.

There existed a disparity between the ethnic breakdown of the student body and that of the teachers in schools, and also the teachers who accompanied students to the diversity leadership training. Table 12 shows the reported ethnic breakdown of the student groups on the surveys:

Table 12

*Ethnicity of Student Groups*

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<u>Ethnicity</u>	<u>Percentage</u>
African Americans	16.315 %
American Indians	0.526 %
Asians	15.263 %
Caucasians	58.947 %
Hispanics	7.8947 %
Other	1.0526 % (Middle Eastern)

---

One school reported bringing a representative of each of the student ethnic groups in their school.

The gender breakdown of student participants was found to be 42.69% male and 57.31% female. Schools reported attempting to bring an even male-female group.

Table 13 shows the ethnicity of the teacher attendees of the 2001-2002 Diversity 2000 Leadership training for high school students was found to be:

Table 13

*Ethnicity of Teacher Attendees*

<u>Ethnicity</u>	<u>Percentage</u>
African Americans	5.0%
American Indians	0.0%
Asians	0.0%
Caucasians	90.0%
Hispanics	5.0%
Other	0.0%

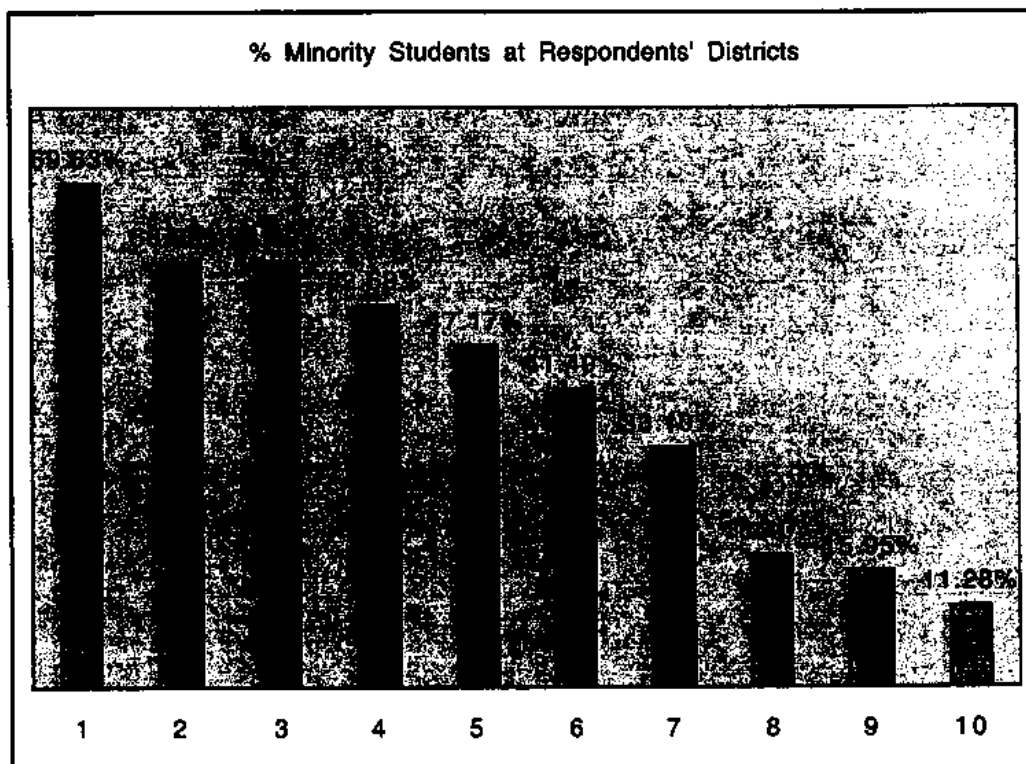
The gender of the teacher attendees of the 2001-2002 Diversity 2000

Leadership training for high school students was found to be composed of 40% males and 60% females.

While the gender breakdown of teacher and student participants was about the same, the student participants were more diverse than the teachers who accompanied them.

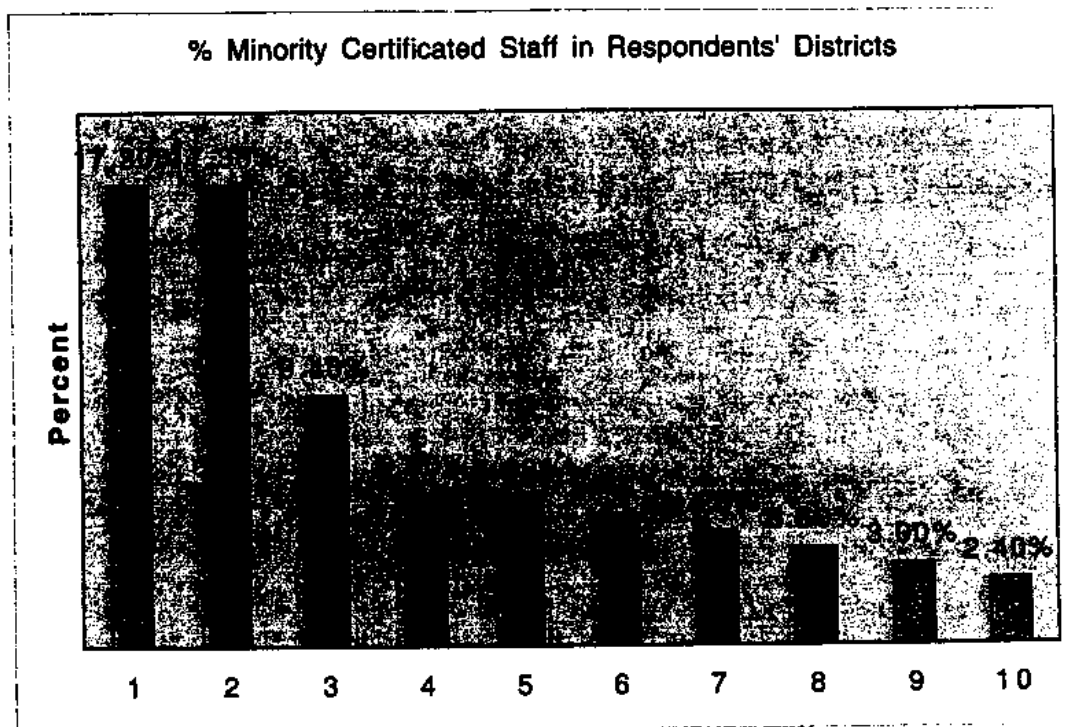
The percent of minority students reported on responding districts' NJDOE profiles for 2001-2002 are shown in the FIGURE 1. The numbers 1 through 10 represent the different high schools participating during the year 2001-2002 school year. These are grouped from highest to lowest percentage. There were two schools with 58.80% minority students, and two religious schools for which there is no NJDOE information available.





*Figure 1.* Percentage of minority students at respondents' districts

The percentages of Minority Certificated Staff identified in the NJDOE profiles of the responding districts are shown in Figure 2. The numbers 1 through 10 represent the different high schools participating during the year 2001-2002 school year. These are group from highest percentage to least. There were two schools with 17.30% minority certificated staff, and two religious schools for which there is no NJDOE data available.



*Figure 2. Percentage of minority certificated staff in respondents' districts*

The participating schools were then matched with the percentage of student minority and the percent of minority certificated staff. This matching is shown in Table 14 and Figure 3.

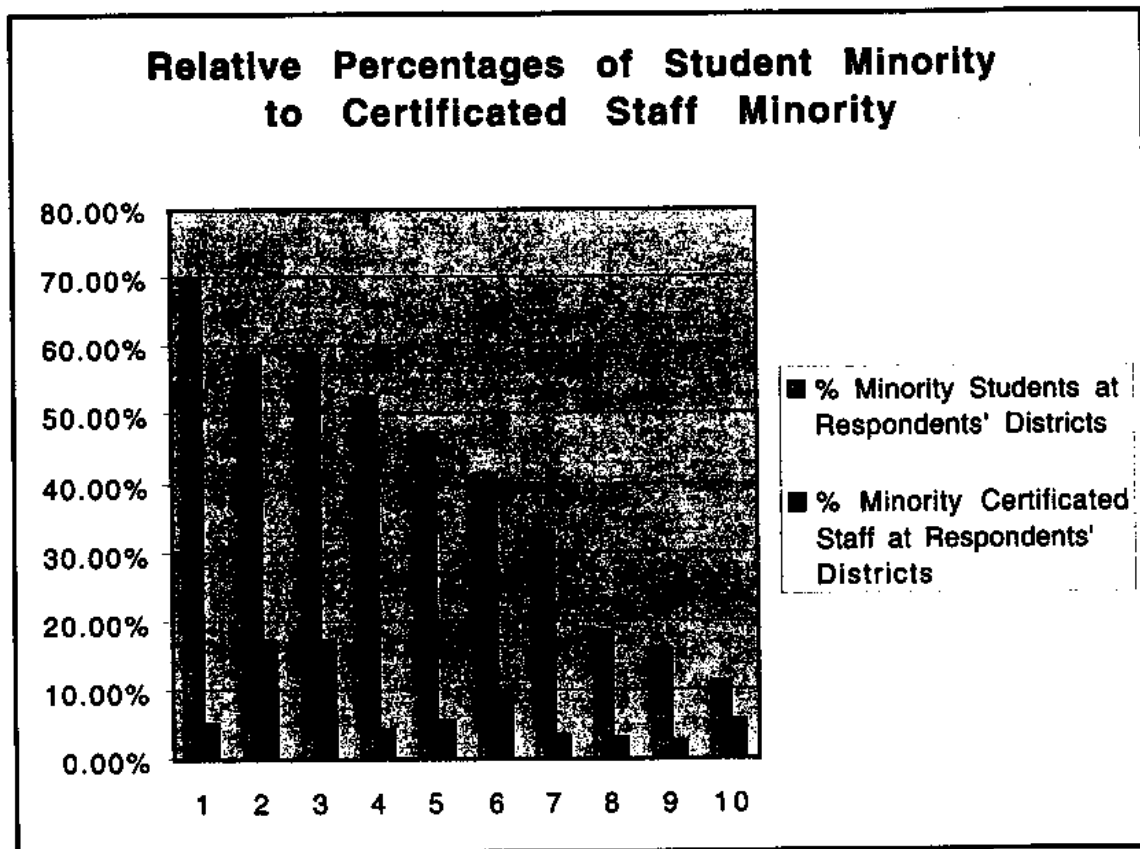
Table 14

Matching of Respondents' Districts

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% Minority Students at Respondents' Districts	% Minority Certificated Staff at Respondents' Districts
69.63	05.00%
58.80	17.30%
58.80	17.30%
52.69	04.20%
47.17	05.60%
41.40	09.40%
33.10	03.60%
18.40	03.00%
15.95	02.40%
11.28	05.80%

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*Figure 3. Relative percentages of student minority to certificated staff*

minority.

The student populations were much more diverse than the certificated staff in these districts.

A better representation of ethnicities in all levels of the school community would present a more realistic model of the reality of diversity in most of these schools and surrounding communities. The benefit for the schools with little ethnic representation is that the students experience what the world around them, the world outside their small community, is like. The data suggests that the social diversity exists, while academic diversity relating to practices in schools tends to be located in the social studies department. Respondents reported that students who do not participate in the Diversity 2000 Leadership training are somewhat frequently involved in diversity projects. There were incidences of school wide projects, however evidence of the full integration of diversity objectives throughout the school community was not found.

Based on empirical data the diversity leadership training can be enhanced if participant groups of students and staff are more ethnically diverse, and represent males and females equally. At least, these characteristics should more closely represent the demographics of the participating districts. While evidence supports that experienced teachers participate in the conferences, that they do not receive the support they would like to receive in order to be more successful. Providing the staff with several continued means of support would seem to enhance the development of projects and the level of participation of all students in the schools. Integration of diversity objectives throughout the community and curricula should also be investigated.

## CHAPTER V

### DISCUSSION/CONCLUSION

#### Key findings

As a result of this study it can be said that the diversity leadership training given high school students through the Diversity 2000 Council does result in changed practices in schools. As discussed in Chapter IV, there were several curriculum, strategic, program, project, and co-curricular projects developed as a result of the training. Many of these were developed within, but not limited to, the Social Studies department, a K-12 curricular domain within schools. There was also evidence of whole school programs such as school assemblies, celebration of special events, as well as conflict resolution and peer leadership programs.

The study showed that students who have been participants in this training do assume leadership roles in promoting activities. Students who participated in the training showed skills of tolerance, prejudice reduction, diversity, and peer mediation/intervention.

Further evidence of support for changed practices in the high schools showed that the strongest support was from the administration, students, and faculty. Financial, time, information, political and parents were the least supportive resources available. There were many responses explaining the sources of support. As the ideas from the conferences were shared with the school community these seemed to take root and become integrated into the high schools.

Obstacles for changed practices were found to be time and financial constraints with few reports of administrative and political obstacles. There was more evidence of faculty support than obstacles. It seems that if administrators, students,

and faculty are supportive then this support must be translated into time and financial backing. These areas of time and financial support, require a reorganizing of responsibilities and funding strategies, and they weigh heavily upon the load of an educator. The educator needed administrative support in order to develop programs.

Schools or district commitment is the next stage of integration. Perhaps this is where the action plan implementation needs backing. If the action plans developed during the training can be readily accomplished by the liaison, then implementation is enhanced. If the liaison needs to return to school to seek support in the form of time and financing, these cannot be readily handled alone and the initial response to the leadership training becomes part of the slower, less inspiring bureaucratic process. As one Focus Group respondent mentioned, it is passion that keeps the commitment alive.

There is also passion, as evidenced by the variety and extent of past responses to diversity as a result of the student leadership training. Schools reported curriculum and all school projects that affected small groups or the entire community. In some cases member schools developed joint projects, thus enriching each other through the sharing of the process. At a recent Diversity 2000 Council meeting on February 3, 2004, each attending school was asked to share the projects taking place in their school and community. These showed growth from early, first projects of new member schools to sophisticated, integrated school-wide missions. There was evidence of growth even since the inception of this study and the training in the year 2001-2002.

The comparison of sample subset of school districts showed that the more diverse the school the less the positive responses to the survey. Interestingly it seems that the school where more diversity leadership would appear to be needed; they reported less favorable development of projects than a less diverse school. The reasons for this disparity were not part of this study, but would be interesting to explore in a future study.



The Focus Group responses gave insight into the selection process of student participants. Leadership qualities were considered, but not always those students who exemplify leadership in the most constructive manner. A leadership trait in the raw form was often the motive for selecting a student; a means to give the student a reason for feeling more involved in the school community. Other schools had academic requirements or chose cultural role models or peer leaders. There were independent and collaborative strategies for selecting students, and often the participation in the leadership conference served as motivation for the student. Student groups' leaders were used to turnkey their skills to fellow students through clubs or other ongoing activities. The Focus Group participants also lamented time constraints as an impediment to project implementation, yet reported many examples of school projects and also dedicated their private time for the Focus Group. Evidence of passion once again.

### Conclusions

In the opinion of the researcher, the demographic evidence presented in Chapter I shows a much more diverse society than that experienced by students in most of the responding schools. This diversity is not yet clearly represented in schools as evidenced by the profiles of the participating sample subset schools. There is a tremendous disparity in the minority students enrolled in schools and the minority certificated staff, as well as in the groups that participated in the diversity leadership training. There should be policies developed that strategize the more realistic demographics of society so that all students can experience the enrichment that comes from the knowledge of other people, cultures, and philosophies. If these are not readily available in the community the school serves, than strategies such as attending conferences like Diversity 2000, or inter school projects and presentations, should be developed that give students an experience of a positive facet of society that they usually do not encounter. This would help to address the discrepancy in services discussed by Seastrom et al. (2002) and may serve to inspire new programs such as

those promoted by the Santa Barbara County Education Office Beyond Tolerance Educational Center (Cirone, 2001).

The state of New Jersey has a mandate to teach tolerance and emphasize the personal responsibility that each citizen bears to fight racism and hatred as dictated in Title 18A, Chapter 35 of the New Jersey Statutes. Specific environments develop prejudiced personalities according to Bergen (2001). Different cultures have different expectations regarding growth, maturation, and socialization (Castro, Boyer, and Balcazar, 2000). There are risk factors that can determine productive or adverse life outcome (Cunningham & Spencer, 2000). Situated Frameworks as introduced by Johnson (2000) are culturally dependent and better document cultural multiplicity. Educational responses to the diverse population and the research on drop-out rates and employment differences among ethnic groups have included multicultural education and equity programs. These can be categorized as content-oriented programs, student-oriented programs, and socially oriented programs (Burnet, 1994), as well as human relations programs (Sleeter & Grant, 1993). These categories were evidenced in the projects developed in the participating high schools.

Cognitive skills training as recommended by Stephan (1999) seems to have been the theory that informed the diversity leadership training for high school students. The training is designed to personalize outgroup members, to discuss the real causes of biased perceptions and labeling, to evidence group similarities, to diminish stereo-type expectancies, to create a superordinate category of trained diversity leaders, to exemplify cross-cutting categories, to promote empathy by creating situations for positive moods and contacts, to stress egalitarianism while promoting universal values of justice, fairness, dignity, respect, peace, compassion and charity. Through the training the students experience that diversity is valued and that individual identities are respected.

Intergroup interaction skills that promote open discourse, respect and confidentiality are also integral to the training process as are Snyder's (1998)

strategies of affectual, valuing, instrumental, and traditional interactions to promote understanding.

The Diversity 2000 high school student conferences follow the ancient oral tradition of passing on information to the next generation. As part of the Holocaust Research Center at Kean University the impact of the oral tradition is evidenced as the pleas of Holocaust victims to "tell their story" have been developed into an important research center and source of information for the lay and professional community. This oral tradition is vital to the student leadership training process as student peers share stories, experiences, and teach one another. They see and hear the pain, the need, and the change in one another.

There has been extensive research done on bias, prejudice and stereotyping. In evidence of the success of the Diversity 2000 leadership conferences, perhaps it is time to more fully integrate this research into the school community. School policy and practice have been changed by multicultural and equity programs. What the results of this study may be telling us is that it is time to truly live the dream. It is time for more research based diversity leadership conferences for high school students that impact policy and practice, and develop empathy through exchange; compassion fueled by passion.

Because little research has been conducted regarding student leadership training this research project should be the first of many that examine the changes in students and practice. This study is a descriptive report that can be used as a resource to inform those interested in diversity leadership training, the process and the outcome. The assessment of commitment to diversity and the understanding of the support system needed for the implementation of projects can be used to affect policy where growth and development is needed. Practice should more closely align itself to diversity research. Each student should learn about the diversity issues that have been a part of American culture from the beginning and continue to inform and form life

styles, employment opportunities, educational opportunities; the very pursuit of happiness that American democracy endeavors to uphold.

At the general closing activity of the leadership training conferences, students volunteer to come forth and say what they learned from the day. At the 2003 conference, the year of the war with Iraq, a Muslim girl held the hands of two Jewish boys she had just met. She proclaimed their newly discovered friendship, and challenged the world to learn to get along as easily and readily as they had.

Practice should allow for more experiences of this kind. Diversity, prejudice reduction, and tolerance are essential life lessons that are not included in the regular academic program, are never tested on SAT II tests, Advanced Placement, nor any other test students must take to demonstrate competency and use as testimony of having received the "legally guaranteed" education. Policy that determines and promotes the required knowledge base for each student should include life lessons with itemized skills and habits needed for a full and productive life. The core curricular standards begin to address this formation. It is the responsibility of each educator, parent, board member, and citizen, to continue to support and encourage an education that promotes personal and social responsibility regarding diversity. The high school diversity leadership conferences have shown us that they do result in changed practices.

#### Future Research

Continued research on the training process that also measures student reactions and the degree of real change in their attitudes and behaviours including long range effects that would benefit the design of student diversity leadership training and inform practice. This study examined changes in practice, not changes in individual behavior or disposition toward diversity and prejudice reduction. Research is needed to determine whether or not the conscience raising experience at the conferences results in changed behavior over time. We can assume that each individual is at a different level of understanding of diversity, prejudice reduction, and

tolerance. Should the training be differentiated for those being trained? A closer study of the efficacy of the training needs to be conducted to determine if this is a function of the student leaders. Should the training be more tailored to the individual needs and experiences of the students?

Trained students lead the discussions at the conferences. The accompanying adult liaisons participate in the design of the action plan, and often, its implementation. Research should also examine the impact on the adult participants and why they participate. One of the Focus Group participants said it is a function of the teacher's position in the district. But why do these experienced teachers return and stay involved in a task that requires "passion and courage"?

The importance of institutional commitment and administrative support is another area to be evaluated. Successful implementation strategies and support systems need to be examined to determine the best way to integrate prejudice reduction programs into the active school day so these programs may be more effective. Investigation of the extent of district commitment and how this is translated into implementation will inform policy.

This study is a compilation of the diversity and prejudice reduction action taken as a result of the diversity leadership training for member high school students. It is only a beginning. There is more study needed, and much more to be done. It is the responsibility of each generation to keep the dream alive.

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## Appendices

**Appendix A.**  
**Permission Request.**

**Gilda E. Spiotta  
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April 30, 2002

Diversity 2000  
Kean University  
Holocaust Center  
Morris Avenue  
Union, NJ

Attention: Dr. J. Glanz, William Roesch – President

Dear Gentlemen,

I am a graduate student of Education Administration at Seton Hall University. I am currently working on my doctoral thesis project with Dr. Elaine Walker. After much reflection the research question I wish to answer is:

Does the diversity leadership training given high school students result in changed practices within the schools that reflect sensitivity to diversity issues?

The subsidiary questions are:

- How does the diversity leadership training result in changes in the schools that have participated in the student diversity leadership training program for the year 2001-2002?
- Do students who have been the recipients of this training, assume leadership roles in promoting these activities?
- Are action plan projects developed during the training being implemented?
- What factors promote changes in the high schools?
- What factors impede changes in the high schools?
- Based on empirical data, how can the diversity leadership training be strengthened?
- What have been past responses to diversity as a result of the student diversity leadership training?
- What is the experience of the schools that did not participate in the 2001-2002 training?

I am writing to request permission to use the Diversity 2000 mailing list in order to contact schools regarding diversity leadership training. The study will be done under the rigor of the graduate program and the supervision of the Institutional Review Board for Human Subjects Research at Seton Hall University. Schools will be sent a survey and volunteers will be sought for a focus group.

I believe this research has real and important implications for education and for our training. If you have any questions, please contact me at the above address. My home phone number and e-mail address are also available to you.

I greatly appreciate your support in this endeavor.

Yours truly,

Gilda E. Spiotta

**Appendix B.**

**Permission granted.**

# Diversity 2000 Council

## of Kean University

May 2, 2002

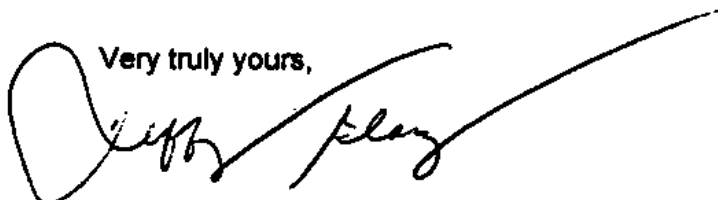
Ms. Gilda Spiotta  
Summit High School  
125 Kent Place Blvd.  
Summit, NJ 07901

Dear Ms. Spiotta,

As Director of the Diversity 2000 Council, I hereby give you permission to conduct your study as outlined on your memorandum dated April 30, 2002. I have consulted with the Executive Committee and they are in full agreement. Your study will be a valuable contribution to the literature in the field, as well as an immense help in furthering our efforts in the Diversity Council.

Continued success.

Very truly yours,



Dr. Jeffrey Glanz, Director  
Diversity 2000 Council



### **Appendix C.**

**Letter to the superintendents.**



# SETON HALL UNIVERSITY

1 8 5 6

December 2002

Superintendent of Schools

Dear

My name is Gilda Spiotta. I am a graduate student of the College of Education and Human Services, Department of Education Leadership, Management and Policy at Seton Hall University. I am currently working on my doctoral thesis project with Dr. Elaine Walker. I am writing to request permission to solicit participation from the Diversity 2000 Council high school representative in your district. Diversity 2000 has granted me permission to use their mailing list for this purpose.

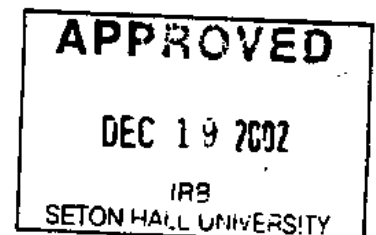
I am investigating the diversity leadership training given high school students and if this results in changed practices within schools. The representative will be asked to complete a survey and/or answer questions during a focus group interview. The survey may take 45 minutes to complete. The Focus Group may take an hour and will be convened at a mutually convenient time and place.

Before the study begins, I seek permission to approach your staff representative \_\_\_\_\_. I will ask him/her to respond to the survey questions and if they would kindly offer to participate in a focus group.

If you permit me to run this study in your district, I ask that you please send me a letter of permission on your letterhead. I will need to show this letter to the Institutional Review Board for Human Subjects Research at Seton Hall University. Kindly respond within two weeks of receipt of this request.

After I receive your letter I will write the high school representative. I will detail all procedures with the representative prior to the survey and the volunteer focus group interview. I will stress that their participation is completely voluntary. All information that can identify your school or representative shall be specially coded and kept securely stored and locked in a cabinet. Only I will have access. At the end of the study all information that can identify your school or representative shall be destroyed. Only demographic information on your school may be matched with results.

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Department of Education Leadership, Management and Policy  
(Formerly Department of Educational Administration and Supervision)  
Tel. 973.761.9397  
400 South Orange Avenue • South Orange, New Jersey 07079-2685



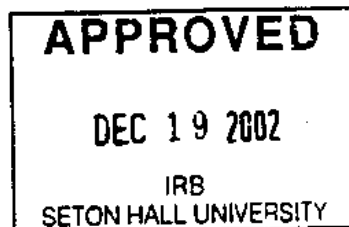
This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

I believe this research has real and important implications for education. If you are interested or have any questions, please contact me at the Department of Education Leadership, Management and Policy, (973) 761-9397.

Thank you for your time and consideration.

Sincerely,

Gilda E. Spiotta



**Appendix D.**

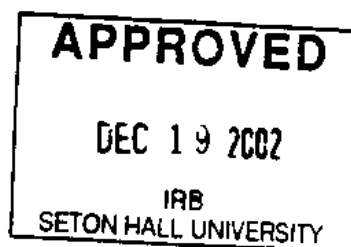
**Mailings to liaisons.**

# SETON HALL UNIVERSITY

1 8 5 6

January 2003

Diversity 2000 Liaison



Dear

My name is Gilda Spiotta. I am a graduate student of the College of Education and Human Services, Department of Education Leadership, Management, and Policy at Seton Hall University. I am currently working on my doctoral thesis project with Dr. Elaine Walker. Diversity 2000 has granted me permission to use their mailing list for the purpose of this research study.

I am investigating the diversity leadership training given high school students and if this results in changed practices within schools. Your superintendent has granted me permission to contact you regarding this research.

I respectfully request you complete the enclosed survey and return it to me in the stamped, self-addressed envelope. Completion of the survey may take 45 minutes of your time. The survey is designed to gather information regarding projects that have resulted from diversity leadership training, if students who have been trained assume leadership roles, if school action plans are implemented, what support and, or obstacles there are to projects, as well as student and staff characteristics.

By completing and returning the survey you indicate your understanding of the project and your willingness to participate in it. Your participation and identity will be protected by the use of a code. Neither person nor school will be identified other than by code and all primary research documentation will be stored and securely locked in a cabinet. Only I shall have access. When the study is complete, identifiable information shall be destroyed. Only demographic information on your school may be matched with results. Your participation in this research is strictly voluntary. Refusing to participate shall not involve any penalty or loss whatsoever. There is no risk nor discomfort nor direct benefit to you as participant. Kindly return the survey within two weeks of receipt.

I am also requesting that you volunteer to participate in a focus group with 8-12 other liaisons. This process may take up to an hour and will be convened at a venue convenient to the volunteers. The focus group questions are designed to understand the process of student selection, action plan implementation, the reaction of the students to the leadership conferences, how the impact of this training aligns with your community, and your reaction to the training. Kindly complete and return the Informed Consent Form, Focus Group enclosed, and return it to me in the self-addressed, stamped envelope no

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later than two weeks after receipt of this letter. Upon receipt I shall contact you to set up our meeting. Your participation in the focus group is strictly voluntary. Refusing to participate shall not involve any penalty or loss whatsoever. There is no risk nor direct benefit to you as participant. If at any time you feel discomfort you may remove yourself from the focus group.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

I believe this research has real and important implications for education. If you are interested or have any questions, please contact me at the Department of Education Leadership, Management and Policy (973) 761-9397. I will inform you of the results once the study is complete.

Kindly review the enclosed documents and return the forms to me in the self-addressed, stamped envelope provided. Thank you for your time and participation.

Yours truly,

Gilda E. Spiotta

**APPROVED**

**DEC 19 2002**

IRB  
SETON HALL UNIVERSITY



**INFORMED CONSENT FORM**  
**Focus Group**

My name is Gilda Spiotta. I am a graduate student of the College of Education and Human Services, Department of Education Leadership, Management and Policy at Seton Hall University. I am currently working on my doctoral thesis project with Dr. Elaine Walker. The title of my dissertation is Diversity and Prejudice Reduction Action Taken as a Result of Diversity Leadership Training for Member High School Students: A Compilation

**EXPLANATION OF RESEARCH AND DURATION OF PARTICIPATION**

I am investigating the diversity leadership training given high school students and if this results in changed practices within schools. I am asking you to participate in a focus group with 8-12 other liaisons. This process may take up to an hour.

**DESCRIPTION OF THE PROCEDURE**

The Focus Group will meet at a mutually convenient time and place for the 8-12 volunteers. If you are willing to participate in the focus group interview, kindly indicate so on the form and return it to me within two weeks of receipt, in the self-addressed, stamped envelope.

**PARTICIPATION IS VOLUNTARY**

Your participation in this research is strictly voluntary. Refusing to participate shall not involve any penalty or loss whatsoever. You can decide to withdraw from the Focus Group discussion at any time.

**PROTECTING YOUR IDENTITY**

Your identity and that of your school will be protected through the use of a code. This will ensure that the data collected will in now way be linked to you or your school.

**DATA WILL BE KEPT CONFIDENTIAL**

In addition to the special coding system used, all data will be securely stored and locked in a cabinet. Only I will have access. Data will be stored separately from the consent forms. In this way, all of your answers will be kept confidential. At the end of the study this information shall be destroyed.

**THERE ARE NO RISKS TO YOU**

There are no anticipated risks to you for volunteering to participate or for refusing to participate in this study.

**BENEFITS AND COMPENSATION FOR PARTICIPATING**

There are no benefits associated with this study.

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**CONTACT INFORMATION**

If you have any questions regarding this study, you can contact me by calling the Seton Hall University, College of Education and Human Services, Department of Education Leadership, Management and Policy at (973) 761-9397. I would be very happy to answer your questions.

**PERMISSION TO AUDIO TAPE INTERVIEW ANSWERS**

To facilitate data collection during the Focus Group Interview, I grant permission for my answers to be audio taped during the session. These tapes will be coded and securely locked and stored in a cabinet. Only the researcher will have access to these tapes. I have the right to review all or any portion of the tape and request it be destroyed. After the study is complete this information for the research will be destroyed and confidentiality maintained.

**APPROVAL OF THE INSTITUTIONAL REVIEW BOARD**

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

**CONSENT FORM**

The completion and return of the form below will constitute an informed consent form. You shall receive a copy of the signed informed consent form prior to the Focus Group Interview.

**CONSENT**

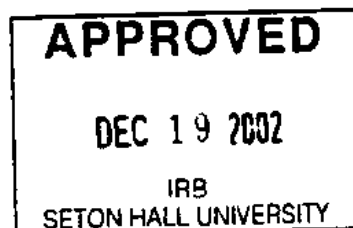
I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity realizing that I may withdraw at any time without prejudice.

Subject name \_\_\_\_\_

I agree to have my answers audio taped during the Focus Group Interview.

(Mark with 'X')      \_\_\_\_\_      Yes      \_\_\_\_\_      No

Signature \_\_\_\_\_ Date \_\_\_\_\_





# SETON HALL UNIVERSITY

1 8 5 6

January 2003

Dear

My name is Gilda Spiotta. I am a graduate student of the College of Education and Human Services, Department of Education Leadership, Management and Policy at Seton Hall University. I am currently working on my doctoral thesis project with Dr. Elaine Walker. Diversity 2000 has granted me permission to use their mailing list for the purpose of this research study.

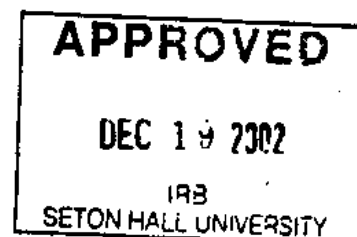
I am investigating the diversity leadership training given high school students and if this results in changed practices within schools. Your superintendent has granted me permission to contact you regarding this research.

I respectfully request you complete the enclosed survey and return it to me in the stamped, self-addressed envelope. Your participation is voluntary. Completion of the survey may take 45 minutes of your time. Your completing the survey and returning it to me will serve as the informed consent for the survey. Your participation and identity will be protected by the use of a code. Neither person nor school will be identified other than by code and all primary research documentation will be stored and securely locked in a cabinet. Only I shall have access. When the study is complete, identifiable information shall be destroyed. Only demographic information on your school may be matched with results. Kindly return the survey within two weeks of receipt.

I am also requesting that you volunteer to participate in a focus group with 8-12 other liaisons. This process may take up to an hour and will be convened at a venue convenient to the volunteers. Kindly complete and return the form below and return it to me in the self-addressed, stamped envelope no later than two weeks after receipt of this letter.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973)275-2974.

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I believe this research has real and important implications for education. If you are interested or have any questions, please contact me at the Department of Education Leadership, Management and Policy, (973) 761-9397. I will inform you of the results once the study is complete.

Kindly review the enclosed documents and return the forms to me in the self-addressed, stamped envelop provided. Thank you for your time and participation.

Sincerely,

Gilda E.Spiotta

-----DETACH AND RETURN -----

FOCUS GROUP

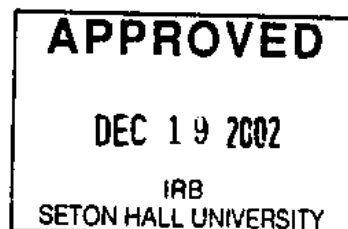
Please check your response:

I agree to participate in the Focus Group Interview. Yes \_\_\_\_\_ No \_\_\_\_\_

I agree to have my answers audio taped during the Focus Group interview. Yes \_\_\_\_\_ No \_\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_

Telephone number \_\_\_\_\_ Signature \_\_\_\_\_



## Appendix E.

### Survey

# Instrument for Diversity Leadership Training Survey

## Introduction:

We are interested in obtaining your feedback as a teacher who works with or accompanies high school students to the Diversity Leadership Training and High School Conferences. The questions included in this survey are intended to get your opinions on the impact of this training on practices within the school. **In answering the questions think only of your experience with the students who attended the diversity leadership conferences.**

1. What Projects within your classroom/school/district have resulted from diversity leadership training and high school conferences in the 2001-2002 school year, within the following areas?

- a. Specify for each area:

Curriculum: \_\_\_\_\_

Strategies: \_\_\_\_\_

Programs: \_\_\_\_\_

Projects: \_\_\_\_\_

Co-curricular programming: \_\_\_\_\_

Special Events : \_\_\_\_\_

- b. Please indicate how frequently you see projects developed in each of these areas.

	Very Frequently	Frequently	Somewhat Frequently	Seldom	Not at all
Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do students who have been the recipients of this training, assume leadership roles in promoting these activities?

Very Frequently	Frequently	Somewhat Frequently	Seldom	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. As a result of their training:

a. ...do you see students developing diversity leadership skills?

---



---

b. ...do you see students developing tolerance?

---



---

c. ...do you see students working toward prejudice reduction?

---



---

d. Please indicate how frequently you see each of these skills developed.

	Very Frequently	Frequently	Somewhat Frequently	Seldom	Not at all
Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prejudice Reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mediation/ Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Are the action plan projects developed during the training being implemented?

Indicate frequency.

Very Frequently	Frequently	Somewhat Frequently	Seldom	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What support exists for your projects?

- |   |                                      |                                    |                                  |
|---|--------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Administrative                   | <input type="checkbox"/> Political   | <input type="checkbox"/> Financial | <input type="checkbox"/> Time    |
| <input type="checkbox"/> Students                         | <input type="checkbox"/> Information | <input type="checkbox"/> Faculty   | <input type="checkbox"/> Parents |
| <input type="checkbox"/> _____<br>Other (please indicate) |                                      |                                    |                                  |

Please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. What obstacles are there to your projects?

- |   |                                      |                                    |                                  |
|---|--------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Administrative                   | <input type="checkbox"/> Political   | <input type="checkbox"/> Financial | <input type="checkbox"/> Time    |
| <input type="checkbox"/> Students                         | <input type="checkbox"/> Information | <input type="checkbox"/> Faculty   | <input type="checkbox"/> Parents |
| <input type="checkbox"/> _____<br>Other (please indicate) |                                      |                                    |                                  |

Please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. What have been past responses to addressing issues of diversity as a result of the student diversity leadership training?

- a. Considering the projects that have been implemented in the past resulting from diversity leadership training, not specifically the year 2001-2002, please indicate the areas and projects implemented in the past.

d. How many grade level students do you bring?

Freshman \_\_\_\_\_  
 Sophomores \_\_\_\_\_  
 Juniors \_\_\_\_\_  
 Seniors \_\_\_\_\_

e. What is the ethnic breakdown of your group? Indicate the number of:

African American \_\_\_\_\_  
 American Indian \_\_\_\_\_  
 Asian \_\_\_\_\_  
 Caucasian \_\_\_\_\_  
 Hispanic \_\_\_\_\_  
 Other; specify \_\_\_\_\_

f. What is the gender breakdown of your group?

Number of males \_\_\_\_\_ Number of females \_\_\_\_\_

g. How frequently involved in diversity projects are those students who do not come to training?

Very Frequently	Frequently	Somewhat Frequently	Seldom	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 9. Staff Representative Characteristics:

a. What is your overall response to the diversity training:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic	Reflective	Anxious	Negative

b. Ethnic description of the staff representative:

African American \_\_\_\_\_  
 American Indian \_\_\_\_\_  
 Asian \_\_\_\_\_  
 Caucasian \_\_\_\_\_  
 Hispanic \_\_\_\_\_  
 Other; specify \_\_\_\_\_

c. Gender: ☐ Male ☐ Female

## d. Years in education:

- ☐ 1-3 years     
 ☐ 4-6 years     
 ☐ 7-9 years     
 ☐ 9-12 years     
 ☐ +12 years

## 10. Council information.

## a. How long have you been a member of diversity council?

- ☐ 1-3 years     
 ☐ 4-6 years     
 ☐ 7-9 years     
 ☐ 9-12 years     
 ☐ +12 years

## b. How long has your district been a member of the council?

- ☐ 1-3 years     
 ☐ 4-6 years     
 ☐ 7-9 years     
 ☐ 9-12 years     
 ☐ +12 years

## c. How long have you been bringing students to the leadership training?

- ☐ 1-3 years     
 ☐ 4-6 years     
 ☐ 7-9 years     
 ☐ 9-12 years     
 ☐ +12 years

## d. What is your position in school?

- ☐ Teacher     
 ☐ Diversity Liaison     
 ☐ Administrator     
 ☐ Other

Please specify: \_\_\_\_\_

## e. What is your relationship to the students that attend the training and conference?

- ☐ Teacher     
 ☐ Mentor     
 ☐ Coach     
 ☐ Guidance     
 ☐ Other

Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



f. What or who helps you get things done?

☐

Students

☐

Teachers

☐

Administrators

☐

Board

☐

Other

Please explain:

---

---

---

---

---

---

---

Thank you very much for your time and input.

## **Appendix F.**

### **Focus Group Questions.**

### Focus Group

Thank you for volunteering to participate in the focus group.

For the purposes of this study we define the following terms:

- **Diversity Leadership Training** – Training by high school students of other high school students which teaches, models and presents ice breakers, dialogue techniques, brain-storming, idea generation and collection for the purpose of prejudice reduction and tolerance.
- **High School Diversity Conference** – One-day-long, student led dialogues related to a given diversity theme culminating in an action plan for each participating school and evaluation forms from each participant.
- **High School Student Diversity Leadership** – development of activities that promote tolerance and reduce prejudice.

How are the student participants chosen?

- a. What profile are you looking for?
- b. What criteria is used?
- c. Who selects the participants?
- d. Any checking of discipline or other records?
- e. Do students express an interest or volunteer?

What contact do you have with the students?

- a. Before participation in the conferences
  1. Any pre activities?
- b. During participation in the conferences
- c. After participation in the conferences
  1. Any post activities?

What time commitment does this involve on:

- a. your part?
- b. student's/s' part?

Are there any conflicts such as...

- a. calendar?
- b. schedule?
- c. employment?
- d. other school activities?
- e. academic issues?
- f. funding?

Do you develop an Action Plan?

Sometimes  
☐

Always  
☐

Never  
☐

Why?

Do you follow through on the action plan?

Sometimes  
☐

Always  
☐

Never  
☐

Why?

What do you do when you return?

Do you have an implementation time line?

If so, explain.

What do you see the students doing...

- a. before going to the training?
- b. During the training?
- c. After the training?

Can you categorize their reactions for me?

What kind of activities are they interested in?

What kind of activities do you see your school community/administrators being receptive to?

What projects have been implemented in the areas of curriculum, strategies, programs and/or projects, as a result of the diversity leadership training?

How do you think the student participants have changed?

How have the student participants changed their circle of contact?

What leadership traits do you see students demonstrating and in what circumstances?

Where else do you see these needs addressed in your school?

What do you think you need to fulfill the goal of the training?

What has helped you in the past?

What has inhibited continuity in the past?

Why do you do this?

- a. personal objectives?
- b. district/school objectives?

What got you involved in this kind of activity?

Do you feel you are being successful?

How do you know you are being successful or not?

Thank you very much.

This information will be most helpful for our research.